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## The 4-1-1 on adolescents' attitudes toward the 5-0 and the portrayal of law enforcement officials in young adult literature

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## The 4-1-1 on adolescents' attitudes toward the 5-0 and the portrayal of law enforcement officials in young adult literature

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### Abstract

For this content analysis, the portrayal of law enforcement officials in young adult fiction was examined. This researcher read and analyzed 15 young adult fiction titles portraying a law enforcement official in either a primary or secondary character role. The main research question this researcher sought to answer was: How are law enforcement officials portrayed in young adult fiction? Based on the findings of her study, this researcher concluded that law enforcement officials in the examined titles are portrayed as having indifferent attitudes toward adolescents in general. In addition, this researcher found that law enforcement officials portrayed in the examined titles express widespread attitudes toward specific adolescents. Finally, this researcher found the majority of law enforcement officials portrayed in the examined titles misused their power/authority.

THE 4-1-1 ON ADOLESCENTS' ATTITUDES TOWARD THE 5-0 AND THE  
PORTRAYAL OF LAW ENFORCEMENT OFFICIALS IN YOUNG ADULT FICTION

A Graduate Research Paper  
Submitted to the  
Division of School Library Studies  
Department of Curriculum and Instruction  
In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts  
UNIVERSITY OF NORTHERN IOWA

By  
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May 2009

This Research Paper by: Amy Chopard

Titled: The 4-1-1 on Adolescents' Attitudes Toward the 5-0 and  
The Portrayal of Law Enforcement Officials in Young Adult Fiction

has been approved as meeting the research requirement for the  
Degree of Master of Arts.

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For this content analysis, the portrayal of law enforcement officials in young adult fiction was examined. This researcher read and analyzed 15 young adult fiction titles portraying a law enforcement official in either a primary or secondary character role. The main research question this researcher sought to answer was: How are law enforcement officials portrayed in young adult fiction? Based on the findings of her study, this researcher concluded that law enforcement officials in the examined titles are portrayed as having indifferent attitudes toward adolescents in general. In addition, this researcher found that law enforcement officials portrayed in the examined titles express widespread attitudes toward specific adolescents. Finally, this researcher found the majority of law enforcement officials portrayed in the examined titles misused their power/authority.

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## Chapter One

### Introduction

#### The 4-1-1 on Adolescents' Attitudes Toward the 5-0 and The Portrayal of Law Enforcement Officials in Young Adult Fiction

In his 2006 hit *Ridin' Dirty*, rap artist Chamillionaire voices his disrespect for police officials with the following lyrics: "This is a message to the law; tell 'em 'We hate you.'" Such statements should not come as a complete surprise, however, because as Edge (2005) explains, police and community relations have long been wrought with tension (p. 78).

While studies have been conducted to research public attitudes toward the police, this study is different in that it will specifically examine the portrayal of law enforcement officials in young adult fiction. Ultimately, the purpose of this study is to attempt to determine how law enforcement officials are being portrayed in a representative sample of young adult fiction.

#### ***Society's Attitudes Toward Law Enforcement Officials***

Historically, the relationship between the general public and police officials has been unsettled, and generally-speaking, the discontent may be the result of misunderstanding between community members and law enforcement officers. As Jackson (2000) says:

Even though most police officers spend less of their time dealing with law enforcement problems than in controlling traffic, dealing with emergencies, and serving the community in various ways, like drug education in schools (D.A.R.E.), the police think of themselves as crime fighters, and the public does, too. (p. 41)



While crime fighting is perceived to be at the forefront of law enforcement and is intended to improve police-community relationships, it sometimes causes greater police and citizen turmoil because "the discretion afforded police enables them to make a variety of decisions that can have a significant positive or negative impact on citizen's lives" (Edge, 2005, p. 79). Consequently, persons under police control may perceive law enforcement methods as unfair (p. 79).

Although tension between the police and community members may exist, in general citizens credit police officials with the reduction of crime. In fact, according to Gottfried (1999), the public credited police officers with 1996's 10 percent nationwide drop in violent crime (p. 12). Furthermore, "[citizens] praise police for a reduction in the homicide rate from "10.5 murders per 100,000 persons in 1993 to eight in 1995" (p. 12).

In addition to crediting police with crime reduction, the majority of citizens express a favorable opinion of police performance in their own communities. A 2000 and 2002 national survey of the United States public showed that 31 percent of citizens feel that the police have an excellent response rate to calls for help and assistance while eight percent of respondents feel that police response time is poor. Furthermore, in the same survey, 24 percent of the respondents rated police as excellent in terms of treating people fairly while only 10 percent gave the police a poor rating. Since issues of police brutality are also of public concern, it is important to note that 33 percent of respondents gave the police an excellent rating for withholding the use of excessive force while seven percent of respondents who were asked the same question gave the police a poor rating (*Sourcebook of Criminal Justice Statistics 2003*, p. 121). Furthermore, to address any concerns about policing tactics, police officers are monitored through outside evaluations

and are held accountable to the public. According to Bayley (1998), police officers are subject to evaluations from elected politicians, criminal and civil courts, the press, and civilian review of complaints (p. 1). In addition, "[s]cholars, management consultants, politicians, and members of the community with a serious interest in policing can get access to almost any activity of any police force" (p. 2).

Public accountability and outside evaluations are two outcomes of several major police reforms aimed at improving police-community relations in America. The first era of police reform spanned from the 1920s through the 1960s during which time measures were taken to hold police legally accountable for their actions. Despite the reform efforts, however, civil rights activists and anti-war protestors during the 1960s "evoked militant reactions from police officers," causing the National Advisory Commission on Civil Disorders to "cite poor or aggressive police behavior as the cause of the majority of urban riots" (Edge, 2005, p. 79). Consequently, the 1970s brought about a period of experimentation in which police officials worked to establish a cohesive relationship with the public, and within the next decade, methods of community policing were underway.

The goal of community policing is for citizens and police officers to cooperate to prevent and combat crime within neighborhoods. Through community policing, "[p]olice focus expands to include attention to public safety, crime, fear of crime, and community quality of life. Communities are recognized as participants in the shaping of police objectives and interventions" (Edge, 2005, p. 79).

Although all police and community tensions are unlikely to disappear, steps in a positive direction have been taken to improve police-community relationships.

According to Bayley (1998), policing in America has been positively influenced over the

past 40 years through factors such as greater racial and gender diversity among police officers, a dramatic increase in officers' intellectual capabilities, and higher standards of conduct (p. 17). Perhaps with continued efforts and support, police and community members will find mutual respect and understanding, lending increased possibility for the portrayal of positive police and community relations in young adult fiction.

### ***Young Adult Fiction***

Young adult fiction was first introduced during the 1800s, but it was not until the appearance of Maureen Daly's *Seventeenth Summer* in 1942 that young adult fiction gained a legitimate claim (Cart, 2005, p. 783). Though Daly's novel was published for adults, it gained young adult appeal due to its use of an authentic, first-person adolescent voice and its focus on adolescent life and experiences (p. 783).

Though the field of young adult fiction was growing, realities of the real world did not, as a general rule, appear in adolescent literature. In fact, as Donelson and Nilsen (1997) point out, much young adult fiction presented simple plots and stereotypical characters (p. 434). Young adult fiction did not include "obscenity, profanity, suicide, sexuality, homosexuality, protests against anything significant, social or racial injustice, or the ambivalent feelings of cruelty and compassion inherent in young adults and all people" (p. 434). Furthermore, "pregnancy, early marriage, drugs, smoking, alcohol, school drop-outs, divorce, and alienation could be introduced only by implication and only as bad examples for thoughtful, decent young adults" (p. 434).

During the 1950s, a decade well-known for its wholesome appearance, J.D. Salinger rocked the world of young adult fiction. Salinger's 1951 novel *Catcher in the Rye*, though published for adults, gained wide-spread adolescent appeal because its main

character Houlden Caulfield represented adolescent isolation and uncertainty. In fact, according to Donelson and Nilsen (1997), "[i]t is still the most widely censored book in American schools and still hated by people who assume that a disliked word (*that word*) corrupts an entire book" (p. 439).

Following in Salinger's footsteps, authors such as S.E. Hinton, Robert Lipsyte, Paul Zindel, and John Donovan further developed young adult fiction in the 1960s. Hinton's 1967 novel *The Outsiders*—considered by many to be one of the first adolescent problem novels—introduced young adults to the street-life setting and a-typical family structures (Cart, 2005, p. 784). As Hinton explained at a National Council of Teachers of English convention, "one of her reasons for writing *The Outsiders* was to provide some reading material about a problem more significant than whether Susie would get a date to the prom" (Nilsen, 1994, p. 31).

Obviously, young adult fiction was evolving. Adolescents desired literature that accurately reflected their lives and the lives of their peers. In 1974 the culmination of these desires appeared in Robert Cormier's *The Chocolate War* (Cart, 2005, p. 784). Though Cormier had intended the book for an adult audience, his editor convinced him that, if published for adolescents, *The Chocolate War* might sell better because it would break the mundane mold of adolescent fiction. Just as his editor presumed, the book was well-received by adolescents and received much attention from reviewers (Donelson and Nilsen, 1997, p. 6). As Cart (2005) explains:

Cormier's sometimes stark worldview and deterministic philosophy remain controversial to this day, but the publication of his first YA novel was a defining moment for the genre, granting it literary legitimacy and helping to usher in the first golden age of literature for teens. (784)

In addition to Cormier, authors like Chris Crutcher, E.R. Frank, and Angela Johnson have also successfully crafted realistic novels for young adults. According to Kelly Milner Halls (2005), "Chris Crutcher, a child and family therapist in the Pacific Northwest, is perhaps the boldest and most successful of the modern breed" (p. 698). Crutcher's stories often involve sensitive and controversial topics such as death, rape, and homosexuality. Though his work isn't always well-received by critics, as Halls says, Crutcher's stories "reach into the soul of humanity and sample a little truth, then share that essence with readers most likely to wonder what truth really means—teens struggling with coming-of-age (which constitutes ALL teens from ALL kinds of families)" (Halls, 2005, p. 699).

Although some people may believe that young adults who read happy novels will lead happier lives, the theory behind the problem novel is that adolescents who understand the realities of life will better understand the world in which they live and will, consequently, lead happier lives (Donelson and Nilsen, 2005, p.115-116). Furthermore, the problem novel is created for adolescents because they experience real-life problems different from those of children and adults. As Donelson and Nilsen (2005) explain, "[i]f authors have a teaching goal when they are creating a problem novel, it is to help young readers develop an internal locus of control through which they assume that their own actions and characteristics will shape their lives" (p.122).

### ***Problem Statement***

The way in which law enforcement officials are portrayed in young adult fiction may influence young adults' perceptions of the police.

### ***Research Questions***

What are society's attitudes toward law enforcement officials? What are adolescents' attitudes toward law enforcement officials? How are law enforcement officials portrayed in young adult literature?

### ***Purpose***

The purpose of this study is to examine the portrayal of law enforcement officials in young adult fiction.

### ***Definitions***

*Adolescence* — 1: the state or process of growing up 2 : the period of life from puberty to maturity terminating legally at the age of majority 3 : a stage of development (as of a language or culture) prior to maturity (Merriam-Webster's Collegiate Dictionary, Eleventh Edition, p. 17)

*Adolescent* — 1: of, relating to, or being in a state of adolescence 2: emotionally or intellectually immature (Merriam-Webster's Collegiate Dictionary, Eleventh Edition, p. 17)

*Golden age* — a period of great happiness, prosperity, and achievement (Merriam-Webster's Collegiate Dictionary, Eleventh Edition, p.537)

*Literary* — 1a: of, relating to, or having the characteristics of humane learning or literature 1b: bookish 1c: of or relating to books 2a: well-read 2b: of or relating to authors or scholars or to their professions (Merriam-Webster's Collegiate Dictionary, Eleventh Edition, p. 726)

*Plot* — the plan or main story (as of a movie or literary work) (Merriam-Webster's Collegiate Dictionary, Eleventh Edition, p. 953)

*Problem novel* — a subgenre of adolescent literature that some experts believe can save lives (Cullinan et. al., 2005, p. 698)

*Realism* — fidelity to actuality in its representation; a term loosely synonymous with verisimilitude (Harmon and Holman, 1996, p. 427)

*Realistic novel* — a type of novel that emphasizes truthful representation of the actual (Harmon and Holman, 1996, p. 429)

*Setting* — the time and place of the action of a literary, dramatic, or cinematic work (Merriam-Webster's Collegiate Dictionary, Eleventh Edition, p.1139)

*Teens* — the numbers 13 to 19 inclusive; specifically: the years 13 to 19 in a lifetime or century (Merriam-Webster's Collegiate Dictionary, Eleventh Edition, p. 1283)

*Young adult* — adolescents between the ages of 12 and 20 (Donelson and Nilsen, 1997, p. 6)

*Young adult fiction* — “[fiction] predominantly concerned with real life rather than fantasy [that] frequently examines ‘issues’ considered to be of interest to teenage readers. It deals with a teenage identity which is separate from that of either adulthood or childhood” (Agnew and Nimon, 2001, p. 775).

### ***Assumptions***

This author assumes that there is an adequate amount of young adult fiction with a significant law enforcement presence available to conduct this study. This author also assumes that most young adults have negative attitudes toward law enforcement officials.

### ***Limitations***

All titles selected are intended for young adult audiences between the ages of 12 and 20. Additionally, each selected title will include a law enforcement presence. The

young adult titles used for this study can be located at the school library media centers of the Waverly-Shell Rock School District in Waverly, Iowa; the Waverly Public Library in Waverly, IA; or through the Iowa inter-library loan agreement. Interlibrary loan materials can be accessed from libraries nationwide. In Iowa, public libraries have a free access interlibrary loan agreement, so when requesting information through an Iowa public library, librarians will most likely search Iowa libraries first and will broaden their search if necessary.

### ***Significance***

This study reviews the literature concerning adolescents' attitudes toward law enforcement officials. Moreover, this study examines the portrayal of law enforcement officials in young adult fiction.

Adults with the responsibility of educating and protecting young adults have a vested interest in their growth and development. Therefore, the author believes that this study will be of particular significance to secondary teachers, school and public librarians, and law enforcement officials who work closely with young adults and who have the opportunity to shape adolescents' perceptions. The author believes that by understanding adolescent attitudes and their reflection in young adult literature, adults responsible for adolescents will perhaps have an opportunity to improve young adults' future relationships with police officials and the criminal justice system (Hurst and Frank, 2000, p. 189).



## Chapter Two

### Related Literature

As is evidenced throughout history, police and community relationships have been wrought with tension. Policing in America, however, has undergone a great deal of change in the past 30 years. As a result, adults, in general, have begun to offer law enforcement officials greater support. While improving adult attitudes toward the police is important, adolescents' attitudes must not be overlooked. Young adults are involved in a large number of police contacts; thus, their attitudes are vital to strong police-community relationships (Hurst and Frank, 2000, p. 189). According to the *Sourcebook of Criminal Justice Statistics Online*, in 2006, 677, 346 juveniles were taken into police custody (*Crime in the United States, 2006*, Table 68).

This literature review will investigate three topics: society's perceptions of law enforcement officials, adolescent attitudes toward law enforcement officials, and young adults' reading habits and attitudes.

#### ***Society's Perceptions of Law Enforcement Officials***

Unlike other researchers who have sought to understand citizens' attitudes toward the police based on specific assessments of the police and on general satisfaction with the police, Brandl, Frank, Worden, and Bynum (1994) chose to focus their study on the relationship between global and specific attitudes toward the police. As is explained by the researchers, specific assessments of the police involve, for example, citizens' "satisfaction with the police in specific incidents" while global assessments refer to citizens' "satisfaction with the police in general, police in the community, or police in the neighborhood" (p. 119). Brandl et al. believe that little has been done to understand

global and specific attitudes “as elements of citizens’ systems of beliefs about the police” (p. 120). Thus, the purpose of their study is to “compare specific attitudes about police performance in individual contacts with more global or general attitudes toward police in the neighborhood” (p. 120).

The researchers collected data for the study through a three-wave panel survey. Researchers analyzed information collected from waves two and three to minimize any effects of panel mortality. Three hundred and ninety-eight participants were selected from four areas of a large, midwestern city (p.123). Survey respondents were “predominantly black and of low to moderate income” (p. 132). Residences were selected randomly within each block, and participants were interviewed by telephone. During Wave 1 interviews, interviewers asked to speak with a person who had lived in the home for at least six months and who was 18 years of age or older. Interviewers attempted to contact the same person for Waves 2 and 3 of the interview process. Wave 2 interviews were conducted in October 1990 with a response rate of 75 percent. Wave 3 interviews, which were conducted in April 1991, yielded a 74 percent response rate (p. 123).

Since the purpose of the study was to evaluate the differences between specific and global attitudes toward the police and to explore the relationship between the two types of attitudes, the researchers “compare[d] the two measures across types of contact: first, by computing differences in mean item scores with t-tests of statistical significance; second, by examining the joint distribution of scores; and third, by estimating correlations” (p.125).

When comparing specific and global attitudes, the researchers found that most of the mean and proportional differences between the two are “neither substantively large

nor statistically significant” (p. 131). Although most of the differences between global and specific attitudes are not significant, the researchers did note that “respondents who have had a contact with the police tend to be more satisfied with their individual contact than with the police more generally” (p. 131).

According to the researchers, the findings of this study also indicate that a citizen’s general perception of the police affects his/her assessments of police during specific contacts. Moreover, they also discovered that specific contacts with the police can affect one’s general perceptions of police. As Brandl et al. note, “[t]hese findings are consistent with the proposition that citizens’ evaluations of their personal experiences with the police are affected by stereotyping and selective perception” (p. 131).

In this study, Brandl et al. did not note whether the general public was largely satisfied or dissatisfied with the police; rather, they noted how citizens’ global and specific attitudes toward the police affect their perceptions of law enforcement officials. As the researchers mention, the respondents in this study “live in neighborhoods that are predominately black and of low to moderate income—neighborhoods in which global attitudes toward the police may be least favorable, and in which cultural forces may have pronounced effects on residents’ (global and specific) attitudes toward the police” (p. 132). Thus, the researchers acknowledge that their findings may not represent the attitudes of the general public, and they suggest that future research in this area include respondents from “various neighborhoods in various cities, and from larger samples” (p. 132).

In the closing discussion, Brandl et al. explain that their findings suggest particularly important implications for community policing reforms. According to the

researchers, “[i]nasmuch as citizens’ assessments of their contacts with police are influenced by their existing global attitudes more strongly than the reverse, the police may face a particularly difficult—though perhaps not insuperable—barrier to forming closer police-community relationships” (p. 131).

Like Brandl et al. (1994), Jesilow, Meyer, and Namazzi (1995), felt it important to study public attitudes toward the police because police officers are citizens’ most visible representation of the justice system and because citizens play a significant role in assisting officers in preventing and combating criminal activity (p. 67).

Though studies—which, in general, indicated widespread public satisfaction with the police—had been conducted, Jesilow et al. were dissatisfied with the questioning methods used in these studies (p. 68). According to Jesilow et al., previous researchers neglected to ask open-ended questions to which participants could freely respond. Thus, they felt that previous studies “provide[d] little information about the bases for [participants’] attitudes, and worse, no information as to what actions police departments should take to improve their images” (p. 68).

Therefore, to better understand participants’ attitudes, the researchers created a study in which they interviewed 538 Santa Ana, California residents through a series of open-ended questions. Researchers selected their participants from areas of Santa Ana that police patrolled on a regular basis. Streets within those areas were randomly chosen, and one to three residences were systematically selected from each street. Four hundred and eighty participants were interviewed by phone while the remaining 58 residents were interviewed face-to-face. Approximately 67 percent of the participants were female. Of those participants willing to share their gender, 358 were female and 173 were male.

Fifty percent (n=269) of the interview participants in the sample were white while 211 participants were Hispanic, 27 were Asian, 18 were black, and three identified themselves as Native Americans. Ten participants chose not to share this information (Jesilow et al., 1995, p. 69-71).

In order to measure participants' responses to the open-ended questions, the researchers created two variables—POSTOT and NEGTOT. The POSTOT variable “consisted of the total number of positive items a respondent mentioned when asked ‘What do you like best about police?’” (p. 73). On the other hand, the NEGTOT variable “consisted of the total number of negative items mentioned in response to ‘What do you like least about the police?’” (p. 73). Jesilow et al. explain that their measures were developed as a means of understanding one's experiences. However, not all answers are equal. As the researchers explain:

In our final analysis, we assume that subjects who mentioned at least one positive item about the police possessed more positive attitudes than those who mentioned nothing good, and respondents who told us at least one negative thing about the police held more negative attitudes than those who said nothing bad” (p. 73).

Subjects' attitudes toward the police were studied according to their ethnicity, gender, age, education, length of residence, contact with the police, neighborhood, and community associations. As Jesilow et al. explain, “[G]amma was computed on [each] item to determine if it was related to our items measuring attitudes toward the police (POSTOT and NEGTOT)” (p. 74). To determine which variables were most directly related to subjects' attitudes toward the police, the researchers used logistic regression.

First, researchers found that ethnicity was related to positive attitudes. According to the survey, 72 percent of black respondents and 57 percent of white respondents reported at least one positive comment about the police while only 46 percent of

Hispanics and 44 percent of Asians had a positive comment about the police (p. 74).

Gender, on the other hand, did not indicate significant differences in positive or negative attitudes. Fifty percent of males and 54 percent of females reported at least one positive comment about the police while a little over 30 percent of males and females provided at least one negative comment (p. 74). When considering respondents' ages, however, the researchers did find a difference in attitudes. Fifty-seven percent of persons 41 years or older made a positive comment about the police whereas 49 percent of the younger respondents had a positive comment. According to the researchers, "[L]ess than 30 percent of the elders had anything negative to say about the police; 38 percent of their juniors mentioned something negative" (p. 75). Next, researchers looked for findings based on one's educational experience. In this study sample, the researchers found that education was not associated with negative attitudes toward the police. They did, however, find that college-educated respondents had more positive comments about the police than did those with lesser education. Almost 60 percent of respondents who had some college experience said at least one positive comment about the police whereas less than half of those without college experience had any positive comments (p. 75). Though researchers attempted to determine an association between length of residence in a neighborhood and attitudes toward the police, the data did not report any relationship.

As for one's contact with the police and his/her attitudes toward law enforcement officials, the researchers received both positive and negative comments. The researchers inquired as to participants' contact with the police within the last 12 months, and 67 percent of respondents indicated that they had not been in contact with the police within the specified timeframe. Sixteen percent of respondents indicated that they had had only

one contact with the police within the past year while, in that same period of time, the remainder of respondents had experienced multiple contacts with the police. Researchers “believed that the type of contact citizens reported having had with the police might be related to their attitudes” (p. 76). They further questioned respondents who had at least one police contact within the past year and categorized their answers. Approximately one-third of the respondents indicated that they had requested police assistance within the last 12 months. Researchers found that “[n]either gender, age, type of dwelling, nor place of residence seemed to affect the likelihood of seeking public assistance” (p. 77). The survey did indicate that education and ethnicity were both positively associated with the request for police aid. In general, people with more education were more likely to request police assistance, and whites were more likely to seek police help than blacks (p. 77-78).

Jesilow et al. also studied the possibility of an association between one’s neighborhood and his/her attitude toward the police. According to their study, 62 percent of the respondents living in a residential neighborhood had at least one positive comment about the police whereas 48 percent of those living in other areas provided a positive comment. Respondents living in residential neighborhoods also had fewer negative comments about the police than those living in other neighborhoods (p. 81).

Finally, the researchers studied the attitudes of people involved in community-oriented policing programs. As the researchers anticipated, those who participated in COP programs had more positive attitudes toward the police. Jesilow et al. found that the 22 respondents who reported participating COP programs “had significantly more

positive things to say about the police, but they were also more likely to report negative items than were the rest of the sample” (p. 82).

According to the researchers’ findings, a person’s opinion about his/her neighborhood is the greatest indicator of his/her attitude toward the police. For instance, “people who disliked characteristics of their neighborhoods which fell within police jurisdiction were more likely to have negative feelings about the police” (p. 68). Jesilow et al. also found that “members of our sample who belonged to organizations that allowed them access to input information to the police reported significantly more positive items” (p. 85). Furthermore, they found that, unlike reported in previous studies, ethnicity is not a strong indicator of citizens’ attitudes toward the police. Jesilow et al. speculate that an increase in minority police officers may have improved the attitudes of participants in their study. They also suggest that prior finding of minorities’ poor attitudes toward the police may have been the result of the minorities’ attitudes toward their neighborhood (p. 85).

Following the Jesilow et al. (1995) and Brandl et al. (1994) studies, Brown and Benedict (2002) updated and expanded Decker’s 1981 article “Citizen attitudes toward the police: a review of past findings and suggestions for future policy” (p. 543). In their research, Brown and Benedict “summariz[e] the findings from more than 100 articles on perceptions of and attitudes toward the police” (p. 543).

Prior to Brown and Benedict’s study, Decker (1981) concluded that age, contact with police, neighborhood, and race have a significant impact on attitudes. While this information is significant, Brown and Benedict found that studies had yet to determine



the “effects of education, gender, socioeconomic status, victimization or fear of victimization on perceptions of the police” (p. 567).

Thus, Brown and Benedict’s literature review focused on the following noteworthy findings related to citizens’ attitudes toward the police: Individual-level variables (including the effects of race, the effects of socioeconomic status and political alienation, the effects of contact with the police, the effects of age, the effects of gender); Contextual variables (including the effects of victimization and fear of victimization, the effects of residence including neighborhood and rural/urban differences); Juveniles’ perceptions of the police; and the effects of police policies and practices (including the pursuit policy, police use of force, police acceptance of gratuities, and community-oriented policing, and assorted additional findings) (p. 547-561).

According to Brown and Benedict, several methodological problems appear in the previous findings, suggesting that “the previously discussed findings should be interpreted with caution” (p. 561). First, researchers note that witnesses and suspects, those best suited to assessing the police, are not included in the studies. Furthermore, they add that locating police clientele is difficult because addresses provided to the police are oftentimes non-existent or incorrectly provided. Brown and Benedict also note that the omission of the poor and minorities affected findings. For instance, conventional survey methods used in studies excludes people who are not permanent household residents. In this case, lower-class young adult black men may be eliminated from the sampling. Additionally, Brown and Benedict found that other minority groups including Asians and blacks refused to participate in samples. Finally, Brown and Benedict point out that the validity of reported negative police contact should be considered. As they

note, “[r]esearchers need to develop objective, independent measures of police activity to better determine the impact of officers’ behaviors on attitudes toward the police” (p. 562).

Moreover, Brown and Benedict explain that “measuring attitudes toward the police is difficult because the attitudes are not unidimensional and different demographic groups may ‘not share the same ways of conceptualizing aspects of policing’” (p. 563). According to Brown and Benedict, researchers have not reached a consensus as to which variables have the greatest affect on citizens’ attitudes toward the police.

### ***Adolescent Attitudes Toward Law Enforcement Officials***

In a 2000 study conducted by Hurst and Frank, the researchers examined adolescents' attitudes toward the police. Hurst and Frank believe that adolescents’ perceptions of law enforcement officers is vital to improving police and community relationships.

[J]uveniles comprise a significant proportion of the population subject to police contact and arrests. Second, the police are usually the first, and only, criminal justice officials with whom juveniles have contact. Together, these points may be significant because contact early in life may shape future relations between youths and the system. (p. 189)

While Hurst and Frank acknowledge that Leiber and colleagues (1998) previously “provided a rigorous test of the relationship between subculture theory and the attitudes of juveniles toward the police,” they concluded that the majority of participants surveyed in the Leiber et al. (1998) study had not been arrested and charged with committing a delinquent act (p. 191). Moreover, Hurst and Frank note that Leiber et al. (1998) did not include the attitudes of females in their study due to a lack of female participation in the survey (p. 191).

Thus, in an effort to continue the research of adolescent male and female attitudes toward the police, Hurst and Frank's study not only reexamined previous studies concerning adolescents' attitudes but also incorporated findings from adult perceptions that suggest variables likely to influence adults' attitudes toward the police. For that reason, Hurst and Frank chose to focus their study on "demographic variables, crime-related measures, police conduct variables, and confidence in the criminal justice system" (p. 191).

In order to gather the information needed for their study, Hurst and Frank chose to use the survey methodology. Their study, which was conducted in and around Cincinnati, Ohio, during the spring of 1996, surveyed students in grades ninth through twelfth at two Cincinnati public schools and one Hamilton County public school. A total of 852 students participated in the survey (p. 193). The characteristics of the survey participants included: "62.9 percent White Americans, 30.3 percent Black, 1.1 percent Asian, 1 percent Hispanic, and 4.7 percent other; 46.5 percent male and 53.5 percent female; the mean age of respondents was 16.7 years; the average grade level was eleventh; and 60 percent were students in the Cincinnati Public School System (urban schools), while 40 percent attended the county school" (p. 193) Only six students returned unusable surveys, so the response rate totaled 99.3% (p. 193).

To examine the survey responses, Hurst and Frank used two methods of analyses. First, they examined the attitudinal questions to determine the extent to which participants supported the police. Next, they utilized a multivariate analysis to search for determinants of juvenile attitudes toward the police. Overall, their findings suggested that survey participants did not show widespread support for police and that the level of

support was dependent upon the focus of the attitudinal question (p. 195). For instance, questions related to specific police functions “elicited attitudes that were less positive than the general attitudes” (p. 195). On the other hand, more positive responses were found to questions concerning police service functions (p. 195).

The researchers also noted that respondents selected the neutral response most often, or second most often. Thus, as Hurst and Frank explain, “[o]ne could therefore argue that juveniles do not express overwhelming disagreement with the attitudinal items either” (p. 195). As a means of examining the levels of support more closely, the researchers reexamined the attitudinal questions, eliminating the neutral responses.

Nevertheless, after reexamination of the attitudinal questions:

in only two instances do the percentages (76.8 percent and 69.8 percent) rival those reported in research on adults. Both of these attitudinal statements address support for police performance of service functions (the police will help someone sick and help if your car is broken down). (p. 196)

Yet another study concerning juveniles' attitudes toward the police was conducted in 2001 by Taylor, Turner, Esbensen, and Winfree. In this particular study, the researchers chose to explore whether juveniles, like adults, held positive attitudes toward the police. Furthermore, the researchers chose to expand on previous studies by exploring this topic as it related to adolescents' race, gender, and city of residence.

According to Taylor et al.:

Three analytic techniques were used to evaluate the information gathered. First, frequency tables were constructed for all seven individual attitudes toward police items disaggregated by race, gender, and city of residence. Then, *t* tests and one-way analyses of variance (ANOVA) were conducted on the attitudes toward police scale to determine whether there were statistically significant differences between these groups. (p. 299)

The dependent variable used required participants to respond to seven questions using the following scale: (1) *strongly disagree*, (2) *disagree*, (3) *neither agree nor disagree*, (4) *agree*, (5) *strongly agree*. Each participant's answers were totaled and divided by seven, resulting in a score on the attitude toward police scale. The study's independent variables included participants' race, gender, and city of residence. Participants identified themselves as either *White/Anglo, not Hispanic*, *Black/African American*, *Hispanic/Latino*, *American Indian/Native American*, or *Asian/Pacific Islander/ Oriental*. Participants also identified themselves as either male or female, and the city of residence independent variable was determined by the city in which the survey was administered (p. 299-300).

The specific population participating in the study included 5,477 male and female eighth grade students in eleven cities—Kansas City, Missouri; Las Cruces, New Mexico; Milwaukee, Wisconsin; Omaha, Nebraska; Orlando, Florida; Philadelphia, Pennsylvania; Phoenix, Arizona; Pocatello, Idaho; Providence, Rhode Island; Torrance, California; and Will County, Illinois. According to Taylor et al., the population "represented a diverse group [urban youth] of social contexts, which allowed for a unique analysis of the research questions" (p. 299).

The study results indicated that, unlike adults who hold generally positive views of the police, adolescents are typically indifferent in their attitudes. Though, as a whole, juveniles' attitudes are indifferent, Taylor et al. discovered that specific independent variables indicated significant differences in juvenile attitudes. For instance, Whites and Asians reported the most favorable attitudes toward police while African Americans reported the least favorable perceptions. Hispanics' and Native Americans' attitudes fell

between those of Whites and Asians on the one hand and African Americans on the other (p. 300).

Moreover, Taylor et al. also noticed significant attitudinal differences among males and females with females reporting more positive attitudes toward the police. The researchers suggest that the differences may be the result of males' disproportionate likelihood for more police encounters and/or juvenile males' "increased antiauthority sentiment" (p. 302). The researchers also found that a respondent's city of residence did affect his/her attitudes. Taylor et al. propose that, as Leiber et al. (1998) suggested, perhaps one's perceptions of police are affected by his/her neighborhood context and city contextual factors (p. 303).

Taking the examination of adolescents' attitudes toward the police one step further, Hurst, Frank, and Browning (2000) used Hurst and Frank's 2000 study to explore specifically white and black youths' perceptions toward three police functions—order maintenance, service, and law enforcement. Additionally, Hurst et al. also chose to examine white and black adolescents' perceptions of police treatment during actual contacts. Like other researchers who have studied this topic, Hurst et al. emphasize that the study of juveniles' attitudes toward the police is vital because juveniles comprise a significant proportion of the population subject to police contact. Hurst et al. also believe that "an examination of race and the perceptions juveniles hold toward the police could shed light on their often strained relationship" (p. 42).

To create a scale on perceptions of policing, researchers asked participants to respond to a series of questions regarding their attitudes toward police with *strongly agree, agree, neutral, disagree, or strongly disagree*. Participants' responses to these

questions resulted in a dependent variable. Yet another dependent variable was created by asking participants to respond—*very poor, poor, good, or very good*—to a series of questions regarding perceptions of police officer behavior during contacts. On the other hand, the primary independent variable in the study was the respondent's race. Researchers also include respondents' demographic characteristics, prior victimization, vicarious conduct, and perceptions of neighborhood crime and police visibility as additional independent variables.

As a result of the study, Hurst et al. discovered that “black teens hold less positive attitudes toward the police” (p. 49). In all but one of the questions asked, African-American respondents' attitudes were significantly lower than White respondents. Black and white adolescents' responses, however, weren't significantly different when assessing police behaviors during specific police contacts. In fact, black teens were slightly more positive in their assessment of how the police behaved during three of the seven encounter types examined, though the differences, again, were not statistically significant (p. 49). As the researchers note, however, one specific variable—vicarious conduct (the seeing or hearing of police misconduct toward another person)—seemed to affect all adolescents' attitudes.

According to Hurst et al., their examination of the 2000 Hurst and Frank survey yields several significant findings. First, overall, black adolescents hold less positive views of the police. The researchers also found that “[p]erceptions of unfair treatment and unequal enforcement by the police, that are often attributed to black adults, are apparently present among black youth” (p. 49). Secondly, black and white youths both appear to be more focused on specific police behaviors as related to actual police contacts

rather than overall perceptions of the police (p. 49-50). Finally, “the overall attitudes of black youth were generally less positive than their specific ratings, while the trend was reversed for white juveniles” (p. 50).

While Hurst et al. (2000) examined white and black adolescents’ attitudes toward the police, Hurst, McDermott, and Thomas (2005) also used the 2000 Hurst and Frank survey information to examine specifically white and black female adolescents’ attitudes toward law enforcement officials. Although studies have been conducted to evaluate adolescent attitudes toward the police, Hurst et al. chose to examine the female perspective because it had been underrepresented in previous studies.

The survey included one dependent variable and several independent variables. “Respondents were provided with a five point Likert scale with response categories ranging from 'Strongly disagree' to 'Strongly agree'. Using all 11 items, a scale was created to measure the girls’ overall attitude toward the police” (p. 583). Independent variables included demographic variables, experience with and conduct by the police, and crime-related variables.

According to the researchers, “findings in this study suggest a lack of widespread support for the police among girls” (p. 588). In general, girls are more likely to hold positive views of police ability in service roles, but they are less likely to be supportive of statements concerning police ability to perform law enforcement tasks such as stopping the sale of illegal drugs. “No more than a fourth of the females surveyed voiced agreement with statements concerning like, trust, or satisfaction in the police” (p. 588).

Furthermore, race played a significant role in the attitudes of female adolescents surveyed. More than 70 percent of African-American girls did not express liking the



police, trusting the police, or being satisfied with the police. According to Hurst et al., “[b]lack females were also significantly more likely to hear about and see police misconduct aimed at a third party (vicarious experiences of misconduct)” (p. 590). Furthermore, researchers note that a significant number of females surveyed reported hearing or seeing police misconduct, which appeared to have the greatest influence on female attitudes.

Nevertheless, as Hurst et al. also note, “research examining the relationship between some demographic variables and attitudes toward the police is inconclusive and, at times, contradictory. For instance, research by Hurst and Frank (2000) indicates that boys have more positive attitudes toward the police than girls (p. 578-579). On the other hand, research conducted by Elmer and Reicher (1987) indicates “adolescent males hold more pessimistic views towards institutional authority than their female counterparts, and . . . Rigby et al. suggest that gender and attitudes toward the police are not associated (p. 579). Thus, Hurst et al. conclude that further research in the area should be conducted and that “special attention needs to be given to the role social class plays on attitude formation” (p. 590).

### ***Young Adults' Reading Habits and Attitudes***

Though adolescents' reading interests have always been important to educators and librarians, in the age of MP3 players, video games, and cell phones, sustaining young adults' interest in reading has become increasingly important. Therefore, an examination of adolescents' reading habits and attitudes is essential to determining the future of young adult literature.

One nationwide method for examining teens' reading habits and attitudes is the Teen Read Week survey, which is posted on SmartGirl.org. As Swenor (2006) explains, the survey's purpose is to answer two essential questions: What motivates (or prohibits) teen reading? and What do teens think about their school and public library services?

According to Swenor, educators and government officials have become increasingly interested in teen library services because reading proficiency levels are low for a majority of young adults. As she adds, however, "[b]efore knowing how to increase reading ability and library services, we must find out what teens themselves have to say" (p. 43).

A total of 962 respondents participated in the Smartgirl survey—691 females, 237 males, and 43 participants who did not indicate gender. Respondents indicated a variety of ethnicities including: African, Asian, European, Latin, Middle-Eastern, North American, and Pacific. According to Swenor, "[s]tudents who responded to the survey were almost equally split in thirds between options that their school library celebrates Teen Read Week, that their schools did not, or that they did not know" (p. 43). Sixty-four percent of respondents did not know if their school celebrated Teen Read Week while 22 percent indicated that their schools did celebrate and 13.5 percent reported that their schools did not celebrate Teen Read Week. Only 2.5 percent of the respondents were without a school library (p. 43).

One of the primary concerns of the Teen Read Week Survey was to question students about their reading interests and motivations. According to the survey, events like Teen Read Week encouraged 40 percent of the respondents to read. Twenty percent of respondents reported that their parents encourage reading and, following closely, 19

percent indicated that teachers encouraged them to read. A large portion of the respondents (80 percent) also indicated that it is not "uncool" to read. When asked about their reading interests, 65 percent indicated reading about their passions while 40 percent strongly agreed that they read for fun (p. 43).

In addition to asking about students' reading motivations and interests, the survey also questioned them about the types of materials they read. The most popular choice of reading material was a book (26%). Magazines followed with 21 percent, and assigned reading received 14 percent response rate. Respondents indicated that they find books at the bookstore (18%), the public library (17%), around the house (16%), and the school library (15%) (p. 43).

Finally, the Teen Read Week Survey inquired as to teens' opinions about their school and public libraries. According to the survey results, many teens do not frequent their libraries as "15 percent and 16 percent said they 'never' visit their school and public libraries respectively" (p. 43). However, after running a chi-square analysis, Swenor did find that libraries with a teen space were more likely to see teen patrons and adolescents were more likely to agree that their library had interesting material if they had young adult materials (p. 44).

In closing, Swenor emphasizes the importance of celebrating reading events and the need for parental involvement in the encouragement of reading. Finally, she adds that governments and communities must take teen library services more seriously "if we can expect [adolescents] to become competent, interested, and lifelong readers" (p. 44).

Sandra Hughes-Hassell and Christina Lutz (2006) also recognize the importance of teens' leisure reading habits; thus, they chose to specifically examine the reading habits and attitudes of their urban middle school students.

To gather the information they desired, Hughes-Hassell and Lutz modified the Teen Read Week survey, which is administered by Smart Girl and YALSA, to meet their research needs. They created a 20-item questionnaire and inquired about teens' specific reading habits and interests. Participants were also asked to respond to four open-ended questions regarding their previous and current reading selections.

A total of 214 students from an alternative middle school of 245 students participated in the survey. Twenty-one percent of the school's population is Caucasian, 72.8 percent is African-American, 2.9 percent is Hispanic, and 2.5 percent is Asian-American. Of the students participating in the survey, 44.4 percent were male and 53.7 percent were female. Four respondents did not specify their gender. Participants were ages 10 to 15 with an average age of 12. The researchers used the Statistical Package for the Social Sciences to analyze the data to determine the percentage of respondents—overall and by gender—who said they did or did not read in their free time (p. 39-40).

According to the findings, 73 percent of participants reported engaging in leisure reading. Of that 73 percent, 24 percent indicated that they read "constantly" while 49 percent of the participants said they "read when they get a chance." Twenty-two percent of survey participants reported that they read only what is assigned for school, and six percent said they do not read (p. 40). The survey results indicate girls read more often and a greater amount than boys. Furthermore, "[a]bout half of each gender said they liked to read, but often did not have the time" (p. 40).

Forty percent of participants reported leisure reading at night followed by 25 percent who said they read "when the teacher tells me I should." Twenty-two participants reported reading after school while 20 percent said they read during school vacations and summer break. Only 16 percent of participants indicated leisure reading during the weekend (p.40).

Participants' attitudes toward reading vary. Thirty-seven percent indicated that they enjoy reading, 58 percent said they sometimes enjoy reading, and four percent replied that they did not enjoy reading. Over half of the students responded that they enjoyed reading for fun, and many students expressed positive comments about reading. Forty-two percent of students indicated that they read for academic or learning purposes, and those who indicated not reading seemed simply to prefer other activities. In addition, some non-readers reported that reading was difficult or that they had trouble concentrating (p. 40).

When asked about specific reading influences, teens indicated that teachers, parents, and school librarians have the greatest impact. Eighty percent of respondents indicated parent encouraged reading while 66 percent attributed reading encouragement to their teachers, and 29 percent indicated that the school librarian encouraged them to read (p. 41).

According to the results, many teens expressed an interest in reading magazines and newspapers. Also, when asked to name their favorite elementary school, middle school, and current year's title, adolescents frequently listed their favorite middle school book as their current year's favorite title.

Finally, students indicated bookstores, the school library, the public library, the classroom, and friends as their best sources of reading materials. According to the researchers, "[a] significant number also reported that they get books at home and through their families" (p. 42).

Based on their study, the researchers found that urban teenagers are reading and that they "engage in leisure reading almost as frequently as their rural and suburban counterparts" (p. 42). According to the authors, publishers need to take note of the urban adolescent reading population and promote additional interest in reading by providing more books that accurately reflect urban life. Based on a study of young adult fiction published from 1990 to 1999, only twenty titles "depicting the lives of urban minority youth were published and reviewed positively in standard selection tools, such as *School Library Journal* and *Voice of Youth Advocates*" (p. 42). Hughes-Hassell and Lutz also note that their survey revealed titles that are of special interest to urban, African-American young adults and that this information could be useful in assisting librarians with collection development and reader advisory services. Additionally, the researchers note the importance of periodicals as legitimate reading materials and students' desire for more reading time. Finally, Hughes-Hassell and Lutz point out that female and male reading habits and attitudes need further exploration.

Also, concerned about early adolescents' reading habits and attitudes, Creel (2007) chose to examine them more closely. According to Creel, previous studies concerning adolescent reading habits and attitudes have not provided clear agreement as to "what—and why—teens are or are not reading" (p. 46). While Creel notes that circulation records indicate the materials young adults are reading, she explains that

surveys are best for determining students' reading enjoyment. As she points out, however, few librarians have the time or knowledge to interpret student surveys.

Therefore, Creel's article focuses on a St. John's University class project in which students from the Division of Library and Information Science created and administered an adolescent reading survey "[a]s an exercise in how to gather information and how to use it once they are practitioners in the field" (p.46).

Students in the LIS 226 course surveyed 127 early adolescents, ages eleven to fourteen. Participants were randomly selected from public libraries, malls and shopping centers, middle schools, high schools, a church, and on the street. Participants were surveyed without a parent or other adult present (p. 47). Adolescents were given the option to decline participation in the survey, and those who chose not to complete the survey were not penalized. Any adolescent, regardless of his/her race, gender, beliefs, or socioeconomic status, was allowed to participate.

The surveys were given to participants from the New York City area including Nassau, Queens, Suffolk, and Westchester counties. Sixty percent of the participants were female while 40 percent were male. Twenty-three participants were 11 years old; thirty were 12 years old; thirty-two were 13 years of age; and forty-two were 14 years old (p. 47).

According to the survey results, 44 percent of the participants reported reading more than once a week while 22 percent reported reading once a week. Participants who reported not reading gave the following reasons: "no time/too busy (9); boring/not fun (4); not interested/do not like it (3); prefer computers or games (2); prefer television or movies (1); and unknown (1) (p. 47).

Participants were also asked to name the last book they read for a school assignment and the last leisure reading material (book, magazine, graphic novel) they read. According to the results of the survey, 74 percent of the titles read for a school assignment were from the 1990s or earlier. On the other hand, only 19 percent of the leisure reading titles were from the 1990s or earlier. Fifty-seven percent of participants indicated having read a book for fun most recently while 30 percent of participants indicated having read a magazine most recently for fun. Six percent of participants indicated having recently read a comic, graphic novel, or manga title for pleasure (p. 47).

A little less than half of the participants (48 percent) indicated that they read once a month, once a term, or never. As Creel points out, however, many of these young adults do not recognize that reading is not limited to books. For instance, "[e]ven participants who claim they do not read every week might not be thinking of the reading they do through technology through e-mails, MySpace, blogs, online articles, and so forth" (p. 48).

In addition to providing information about their reading habits, teens were also given an opportunity to comment about libraries. Positive comments included the following: "helpful librarians; like the food; like the DVDs; like the collection and has what I'm looking for; well organized; positive comments about the atmosphere; like that it is a separate section; like the programs; and like the computers" (p. 48). On the other hand, negative library comments included the following: "not enough books; too many girl books; embarrassed to go; been banned for inappropriate behavior; too girly; need more current series; and broken computers" (p. 48). Creel did add that schools need to



continue emphasizing free reading and students need to be educated about the variety of reading materials available to them.

One method for emphasizing free reading and for educating students about reading materials is the teen book club. As Morris, Hughes-Hassell, Agosto, and Cottman (2006) point out through their action research, teen book clubs like the Widener Teen Street Lit Book Club are encouraging students to read and are providing them with high-interest reading materials.

Street lit, which may also be called urban fiction, hip novels, black pulp fiction, ghetto lit, and gangsta lit, is becoming increasingly popular with young, urban African-Americans. According to Morris et al., "[t]hese novels tell stories that reflect many of the harsh realities of inner-city life, such as sex, drugs, violence, and fear for one's safety" (p. 16). Although they were initially targeted for African-American adults from 20 to 40 years old, the genre has crossed over to include African-American adolescents. The bulk of Street Lit's readership belongs to females between the ages of 13 and 30, but it is also gaining popularity with young black men (p.20).

In an effort to understand teen interest in the genre, the Widener Branch Library of the Free Library of Philadelphia, which is located in a North Philadelphia inner-city neighborhood of predominately low to lower-middle income African Americans, created a Street Lit teen book club (p. 20). The book club was created in March 2005 "to address the need for teens to gain the skill of critical analysis so they could self-navigate through this genre with more wisdom and understanding" (p. 20). In order to create interest in the club, area middle school students were asked to provide a list of suggested book titles to order, and flyers were distributed to students and posted in the library. Area teens were

also invited to a special event which included pizza, soda, a booktalking program, free discussion, and the unveiling of the new urban fiction collection. Twenty-five teens were present for the special event, which kicked off the beginning of the Widener Teen Street Lit Book Club.

Although the book club was originally scheduled to run only four weeks, response to the club was so positive that the club continued for 16 sixteen weeks. On average, 15 females and two males between the ages of 12 and 17 attended the club each week. Club members selected book themes and issues for weekly discussion topics. Violence, hustling, rape, negative images of women, and negative images of the community were among some of the topics discussed (p. 21).

As Morris et al. note, the genre's main appeal is its accurate portrayal of street life. "According to book club participants, street lit novels accurately reflect the violence, fear, and desperation prevalent in their inner-city neighborhoods" (p. 21). Not only did 80 percent of the club members admit having seen a person shot, 100 percent of them had witnessed a drug interaction (p. 21).

In addition to discussing personal experiences, members also discussed issues of "self-esteem, values, and images of the 'hood'" (p. 21). Club members also discussed the importance of establishing standards for friendship and other personal relationships. Furthermore, club members discussed the relationships between male and female characters in the books. For instance,

The girls, for the most part, originally thought that the male characters were 'good to their women' because 'they bought them name brand stuff.' As they began to analyze the books, however, they began to understand that most of the relationships were dominated by verbal and domestic abuse. (p. 21)

Finally, Morris et al. appeal to fellow librarians by encouraging them to read the genre and to understand the culture it represents so that they may make the best collection decisions for their libraries and library patrons.

### ***Summary***

Researchers interested in citizens' attitudes toward the police have conducted several studies about adult perceptions and the opinions of law enforcement officials. Jesilow et al. (1995) found that citizens' who have the opportunity to offer input to the police were more likely to report positively about law enforcement officials. They also found that, unlike studies previously reported, ethnicity did not provide strong indication of citizens' attitudes toward the police. Instead, Jesilow et al. found that a person's attitude toward the police is related to his/her perceptions of police handling and control of neighborhood activity. In another study, Brandl et al. (1994) researched the relationship between global and specific attitudes toward the police. Through their study, the researchers found that most differences between citizens' global and specific attitudes are not notably different. Their findings indicated that citizens' general perceptions of police affect their assessments of police during specific contacts and that specific contacts with the police affect one's global attitudes. Brown and Benedict (2002) "summariz[e] the findings of more than 100 articles on perceptions of and attitudes toward the police" (p. 543). To accurately assess attitudes and perceptions, Brown and Benedict found that researchers should include a variety of individual and contextual variables as well as utilize theoretical models that include the role of contextual and historical specificity. Brown and Benedict also made an important note that despite some perceived public hostility toward the police, "numerous studies indicate that the general public views the

police favorably” (p. 546). Peek et al. (1978, p. 371) even compared the general public’s attitudes toward the police in relation to 15 other well-known organizations (p. 546). According to Peek et al., “[o]nly the USA (as a whole) and the FBI were viewed more favorably than the police: even the American Medical Association, Congress, and the Supreme Court received less positive evaluations than the police” (p. 546).

In addition to the number of studies conducted concerning adult attitudes toward the police, studies focusing on adolescent attitudes toward law enforcement officials have been conducted. In their research, Hurst and Frank (2000) focused on "demographic variables, crime-related measures, police conduct variables, and confidence in the criminal justice system" (p. 191). The findings of their research suggested that adolescent support of the police was not widespread. In a 2001 study by Taylor et al., researchers also explored young adult attitudes toward the police. According to their findings, unlike adults who typically hold positive views of the police, adolescents' attitudes toward the police are indifferent. The researchers note that independent variables such as race and gender resulted in significant attitudinal differences. In 2001, Hurst et al. examined the attitudes of black and white youths more closely. According to the findings of their study, in all but one of the questions asked, the African-American responses were significantly less positive than White respondents. Black and white adolescents' responses were not, however, significantly different when assessing police behaviors during specific police contacts. One specific variable—vicarious conduct—seemed to affect all adolescents' attitudes. Hurst et al. (2004) explored the topic further by examining white and black female adolescents' attitudes toward law enforcement officials. According to their findings, girls are more likely to hold positive views of

police ability in service roles, but they are less likely to be supportive of statements concerning police ability to perform law enforcement tasks. A significant number of females surveyed reported hearing or seeing police misconduct, which appeared to have the greatest influence on female attitudes. Furthermore, race played a significant role in the attitudes of the females surveyed, as more than 70 percent of African-Americans expressed not liking the police, trusting the police, or being satisfied with the police.

Adolescents' habits may affect their perceptions. Thus, an examination of adolescents' reading habits and attitudes may provide insight into the future of young adult literature. In her 2005 study, Swenor presents the findings of the 2005 Teen Read Week Survey. The survey questioned students about their reading interests and motivations as well as their opinion of their school and public library services. According to the findings of her research, 40 percent of the respondents indicated that events like Teen Read Week motivated them to read. In addition, Swenor found that libraries with a designated teen space were more likely to attract teen readers. In Hughes-Hassell and Lutz's 2006 study, the pair examines the reading habits and attitudes of their urban middle school students. Through their study Hughes-Hassell and Lutz discovered that urban teens are reading and that they read almost as frequently as rural teens. Also concerned about adolescent reading habits and attitudes, Creel (2007) chose to closely examine the reading habits and attitudes of early adolescents using an adolescent reading survey created by students at St. John's University. As Creel found out, the surveys were a reliable method for determining adolescents' reading interests and preferences. In an effort to better understand adolescent reading interests, Morris et al. (2006) reported the findings of the Widener Teen Street Lit Book Club. As the researchers found, the book

club was a success. Not only did participants appreciate the genre's accurate portrayal of street life, but Morris et al. found that by the club's conclusion, members were beginning to request books that accurately portrayed their lives but did so without the graphic details of street literature.

## Chapter 3

### Methodology

Though historically police and citizen relations have been wrought with discontent, as the literature review in this research indicates, adult attitudes toward the police are, in general, favorable. On the other hand, as the literature review also indicates, adolescents generally hold less favorable attitudes toward law enforcement officials. The purpose of this research study is to investigate adolescent attitudes toward the police and to examine the portrayal of law enforcement officials in young adult literature.

#### ***Research Design***

Content analysis will be utilized for this research because, as Bernard Berelson explains, “content analysis ‘is a research technique for the objective, systematic, and quantitative description of the manifest content of communication’” (Budd and Thorp, 1963, p. 1). Furthermore, in the study of children’s literature, content analysis provides the researcher the ability to objectively examine titles. As Bekkedal states, “[t]he investigator can move away from subjective opinions based on recollections of individual titles to an objective description of the contents of a systematically selected group of books” (p. 110). Since the purpose of this research is to investigate adolescent attitudes toward police officers and to examine the portrayal of law enforcement officials in young adult literature, systematic research must be conducted.

#### ***Population***

Novels eligible for analysis will include those that portray a law enforcement official such as a patrol officer, police investigator, an interrogator or group of police

officials such as members of a neighborhood patrol force, city police department, or county law enforcement agency. To narrow the population selection, this researcher will limit the analysis to young adult fiction published from 1970 (during which time community policing reforms were being introduced nationwide) through the present day. This researcher will solicit young adult law enforcement titles from members of LM\_Net, an international listserv of school and public librarians. From the solicited list of titles, this researcher identified 15 books published during the specified time period that include a law enforcement role that is integral to the plot. The books identified for analysis can be located in the researcher's school library collection, public library collection, or through the Iowa interlibrary loan agreement.

### ***Procedures***

To elicit a general feel for each book, this researcher first read each title. After the initial reading, this researcher will re-read each title and use the content analysis form to draw specific information from the text. The content analysis form will be created based on information the researcher gathered while conducting the literature review. A copy of the content analysis form is Appendix B.

### ***Instrumentation***

This researcher will create a form on which to record textual data for analysis. Based on information gathered during the literature review, this researcher will include on the form information related to the adolescent's age, race, gender, socioeconomic status, extracurricular activities, neighborhood involvements, and textual examples of his/her general and specific attitudes toward law enforcement officials. This researcher



will also include on the form the law enforcement official's race, gender, job title and textual examples of his/her specific and general attitudes toward adolescents.

## Chapter 4

### Data Analysis

For this content analysis, this researcher read and analyzed fifteen young adult fiction titles published after 1970 that portray a law enforcement official in a primary or secondary character role within the story. This researcher chose to limit the selection of titles for analysis to those published after 1970 as it was the decade in which police officials worked to develop stronger ties to the public through community policing techniques, and this researcher believed that titles published after 1970 might present the most current portrayals of law enforcement officials.

The research question—How are law enforcement officials portrayed in young adult fiction?—served as this researcher’s starting point for analysis. This researcher’s content analysis categories were based on information presented in the literature review, and she sorted the analyzed information by category, examining the material for similarities. To organize the information she gathered during the content analysis of each title, this researcher created a Sort Journal, which is included in this study as Appendix D.

During the initial sorting of information, this researcher examined only the young adult character’s gender. *Blood Brothers*, *Monster*, *The Pact*, *Hoot*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *Jude*, and *The Road of the Dead* portrayed a male young adult character. On the other hand, *Don’t Look Behind You*, *Secret*, *Silent Screams*, *The Third Eye*, *Nineteen Minutes*, *Now You See Her*, and *The Invisible* portrayed a female young adult character.

In the second sort, the young adult character’s race was examined. *Blood Brothers*, *Secret*, *Silent Screams*, *The Pact*, *The Third Eye*, *What Happened to Cass*

*McBride?*, *Jude*, *Now You See Her*, *The Invisible*, *The Road of the Dead*, and *Don't Look Behind You* portray a Caucasian young adult character. Only two of the titles analyzed—*Monster* and *Shoot*—portray an African-American young adult character. *Hoot*, *Nineteen Minutes*, and *The Rag and Bone Shop* portray young adult characters without a specified race.

For the third sort, the young adult character's socioeconomic status was examined. *Blood Brothers*, *Monster*, *Jude*, *The Invisible*, and *The Road of the Dead* portray a low-income young adult character. Young adults from middle income families are portrayed in *Secret*, *Silent Screams*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *The Third Eye*, *Hoot*, and *Don't Look Behind You*. Finally, *Nineteen Minutes*, *Shooter*, *Now You See Her*, and *The Pact* portray an upper income young adult character.

The fourth sort examined the young adult character's extracurricular activities. *Blood Brothers*, *Monster*, *The Pact*, *The Third Eye*, *Shooter*, *What Happened to Cass McBride?*, *Jude*, *Now You See Her*, *Don't Look Behind You* portray a young adult character with involvement in at least one extracurricular activity. *Secret*, *Silent Screams*, *The Invisible*, *The Road of the Dead*, *Hoot*, *Nineteen Minutes*, and *The Rag and Bone Shop* portray a young adult character without any identified extracurricular activities. *Shooter* portrays the only young adult character with involvement in at least one negative extracurricular activity, a self-proclaimed outcast club.

The young adult character's neighborhood involvement was examined in the fifth sort. *Blood Brothers*, *The Third Eye*, *Hoot*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, and *Now You See Her* portray the young adult character as a loner or as someone associated with a loner. *Monster*, *Hoot*, *Shooter*, *Jude*, and *The*

*Invisible* portray the young adult character as having friendships or acquaintances with unconventional peer influences (criminals, drug abusers, gun enthusiasts, skinheads, runaways, etc.). Members of a school's popular clique were portrayed in *The Pact*, *The Third Eye*, *Nineteen Minutes*, *What Happened to Cass McBride?*, *Don't Look Behind You*. Two titles—*The Road of the Dead* and *Secret, Silent Screams*—portray a young adult character without any neighborhood involvements.

In the sixth sort, the young adults' attitudes toward the police in general were examined. *Blood Brothers*, *Secret*, *Silent Screams*, *The Pact*, *Hoot*, *Nineteen Minutes*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *Jude*, *The Road of the Dead*, and *Don't Look Behind You* portray the young adult character as having no general attitudes toward the police. *Now You See Her* and *The Invisible* portray the young adult character as having negative general attitudes toward the police. *The Third Eye* portrays a young adult character who believes that the police are well-trained and responsible. *Monster* is the only title portraying the young adult character as being scared of the police.

The seventh sort examines young adult characters' attitudes toward specific police officials. In *Blood Brothers*, *Secret*, *Silent Screams*, *The Third Eye*, *Nineteen Minutes*, *Jude*, and *Don't Look Behind You*, the young adult character expresses positive attitudes toward specific law enforcement characters. The young adult characters in *The Pact*, *Hoot*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *Now You See Her*, *The Invisible*, and *The Road of the Dead* express negative or uncertain attitudes toward specific law enforcement characters. The young adult character in *Monster* expresses no attitudes toward specific law enforcement characters.

After sorting the previous information, this researcher felt that the analysis of the adolescent characters' attitudes was not complete. Thus, this researcher decided to combine categories to examine young adults' attitudes toward the police in relationship to their gender, race, socioeconomic status, and neighborhood involvements.

This researcher continued her analysis of the information in the eighth sort by examining the young adult character's gender and his/her attitudes toward the police in general. In *Blood Brothers*, *The Pact*, *Hoot*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *Jude*, and *the Road of the Dead*, the young adult male character portrayed expresses no attitudes toward the police in general. *Monster* is the only title with a male young adult character who expresses a negative attitude toward the police in general. None of the titles portray male young adult characters who express positive attitudes toward the police in general. As for the females, *Nineteen Minutes* is the only title with a female young adult character expressing no attitudes toward the police in general. *The Third Eye* is the only title with a female young adult character that expresses a positive attitude toward the police in general. Both *Now You See Her* and *The Invisible* portray female young adult characters expressing negative views toward the police in general.

For the ninth sort, the young adult character and his/her attitudes toward specific police officials were examined. The male young adult characters portrayed in *Blood Brothers* and *Jude* express positive attitudes toward specific law enforcement officials. The male young adult characters portrayed in *The Pact*, *Hoot*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, and *The Road of the Dead*, on the other hand, express negative attitudes toward specific law enforcement officials. *Monster* is

the only title portraying a male young adult character that expresses neither positive nor negative attitudes toward specific police officers. When examining the female characters attitudes, this researcher found that the young women portrayed in *Don't Look Behind You*, *Secret*, *Silent Screams*, *The Third Eye*, and *Nineteen* express positive attitudes toward specific law enforcement officials. However, the female young adult characters portrayed in *Now You See Her* and *The Invisible* express negative attitudes toward specific police officials.

For the tenth sort, the young adult character's race and his/her attitudes toward the police in general were examined. Of the 15 titles analyzed, only two young adult characters expressed negative attitudes toward the police in general. Both of the young adult characters expressing negative attitudes were Caucasian. The two characters were portrayed in *The Invisible* and in *Now You See Her*. Of the 15 titles analyzed, only one African-American young adult character expressed a general attitude toward police officials. In *Monster*, the young adult character expressed fear of the jail guards.

The young adult character's race and his/her attitudes toward specific police officials were examined in the eleventh sort. Young adult characters in *Blood Brothers*, *Secret*, *Silent Screams*, *The Third Eye*, *Jude*, and *Don't Look Behind You*—50% of the Caucasian young adults portrayed in the analyzed books—express positive attitudes toward specific law enforcement characters. One of the two African-American young adult characters presented in the analyzed books expresses negative attitudes toward specific law enforcement characters. The African-American young adult expressing negative attitudes toward specific police officers is portrayed in *Shooter*. One young adult character portrayed with an unidentified race expresses a negative attitude toward a

specific law enforcement character. The other young adult character portrayed with an unidentified race expresses a positive attitude toward a specific police officer.

For the twelfth sort, the young adult character's socioeconomic status and his/her attitudes toward the police in general were examined. The low-income young adult characters portrayed in *Monster* and *The Invisible* express negative attitudes toward the police in general, but the low-income young adult characters portrayed in *Blood Brothers*, *Jude*, and *The Road of the Dead* express neither positive nor negative attitudes toward the police in general. As for the young adult characters portraying the middle class, the young woman in *The Third Eye* expresses a positive attitude toward the police in general. The middle income young adult characters in *Secret*, *Silent Screams*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *Hoot*, and *Don't Look Behind You* express neither a positive nor negative attitude toward the police in general. *Nineteen Minutes*, *Shooter*, and *The Pact* portray upper class young adults who express neither positive nor negative attitudes toward the police in general. *Now You See Her* is the only title portraying an upper income young adult character who expresses a negative attitude toward the police in general.

The young adult character's socioeconomic status and his/her attitudes toward specific law enforcement officials were examined in the thirteenth sort. *Blood Brothers* and *Jude* portray low income young adults who express positive attitudes toward specific law enforcement officials whereas *The Invisible* and *The Road of the Dead* portray low income young adults who express negative attitudes toward specific law enforcement officials. *Monster* is the only title portraying a low income young adult character who expresses neither positive nor negative attitudes toward specific police officials. Middle

class young adult characters portrayed in *Secret*, *Silent Screams* and *Don't Look Behind You* portray young adult characters expressing positive attitudes toward specific police officers while the middle class young adult characters in *The Rag and Bone Shop*, *What Happened to Cass McBride?*, and *Hoot* portray negative attitudes toward specific law enforcement officials. *Nineteen Minutes* is the only title portraying an upper income young adult character who expresses a positive attitude toward a police officer.

Conversely, *Shooter*, *Now You See Her*, and *The Pact* portray upper income young adult characters who express negative attitudes toward law enforcement officials.

In the fourteenth sort, the young adult character's neighborhood involvement and his/her attitudes toward the police in general were examined. *The Third Eye* is the only title portraying a young adult character who is a loner and who has a positive attitude of the police in general whereas *Now You See Her* is the only title portraying a young adult character who is a loner with a negative attitude toward the police in general. *Blood Brothers*, *Hoot*, *The Rag and Bone Shop*, and *What Happened to Cass McBride?* portray a young adult character who is a loner and who expresses neither positive nor negative attitudes toward police in general. *Monster* and *The Invisible* portray a young adult character who is acquainted with criminals and who expresses negative attitudes toward the police in general. *Shooter* and *Jude* both portray a young adult character who is acquainted with criminals but who expresses neither a positive nor a negative attitude toward the police in general. *The Pact*, *Nineteen Minutes*, and *Don't Look Behind You* portray popular young adult characters expressing neither positive nor negative views of the police in general.



The fifteenth sort examined the young adult character's neighborhood involvement and his/her attitudes toward specific law enforcement officials. *Blood Brothers* and *The Third Eye* portray young adult characters who are loners and who have positive attitudes toward specific police officers. *Hoot* and *The Rag and Bone Shop* portray young adult characters who are loners and who are untrusting of police officers. *Now You See Her* and *What Happened to Cass McBride?* portray young adult characters who are loners and who express negative attitudes (defiance) toward law enforcement officials. Of the four titles portraying young adult characters with criminal acquaintances, the young adult characters in *Shooter* and *The Invisible* express negative attitudes toward specific police officers whereas the young adult character with criminal acquaintances in *Jude* expresses positive attitudes toward a specific law enforcement official. The popular young adult characters portrayed in *Nineteen Minutes*, *Don't Look Behind You*, and *Secret, Silent Screams* express positive attitudes toward specific police officers. On the other hand, the popular young adult character portrayed in *The Pact* expresses a negative attitude toward a specific law enforcement official. Of the two titles portraying young adult characters without any neighborhood involvement, the character portrayed in *Secret, Silent Screams* expresses a positive attitude toward a specific police officer. The young adult character portrayed in *The Road of the Dead* without any neighborhood involvement expresses negative attitudes toward specific law enforcement officials.

For the remainder of the sorts, this researcher examined the attitudes and behaviors of the law enforcement officials portrayed in each of the 15 titles. This researcher chose to specifically examine the following categories: the law enforcement

official's attitude toward adolescents in general, the law enforcement official's attitude toward specific adolescents, the law enforcement official's use of power/authority, and the law enforcement official's misuse of power/authority.

Thus, the sixteenth sort examined the law enforcement official's attitudes toward adolescents in general. Law enforcement officials in 100% of the 15 titles analyzed express neither positive nor negative attitudes toward adolescents in general.

The seventeenth sort, which examined law enforcement officials' attitudes toward specific adolescents, resulted in more varied findings. A law enforcement character portrayed in *Blood Brothers*, *The Pact*, *Hoot*, *The Rag and Bone Shop*, *The Invisible*, and *The Road of the Dead* expresses skepticism, dislike, or distrust of a specific young adult character. A law enforcement character portrayed in *Monster*, *Shooter*, *Now You See Her*, and *The Invisible* either expresses sarcasm toward or verbally harasses a specific young adult character. In *Monster*, a law enforcement character expresses hope that a specific young adult character will be found guilty of a crime and punished by death. Conversely, a law enforcement character portrayed in *Blood Brothers*, *Secret*, *Silent Screams*, and *Jude* expresses a willingness to help a young adult character. In *The Third Eye*, *Nineteen Minutes*, *Jude*, and *The Invisible*, a law enforcement character expresses concern or sympathy for a specific young adult character, and in *Hoot*, a law enforcement character offers praise to a young adult character. In an attempt to reach a young adult character, law enforcement characters in *Jude* and *Don't Look Behind You* use the "tough love" approach.

For the eighteenth sort, law enforcement officials' use of power/authority is examined. A law enforcement character in *Secret*, *Silent Screams*, *The Third Eye*,

*Nineteen Minutes* and *Jude* expresses a desire to either help an adolescent or to seek an adolescent's assistance with an investigation. In *The Third Eye*, *Jude*, *The Road of the Dead*, and *Don't Look Behind You* a police official expresses either reassurance, sympathy, or an apology to a young adult character.

For the nineteenth sort, law enforcement officials' misuse of power/authority is examined. In *Blood Brothers*, *Monster*, *Nineteen Minutes*, *What Happened to Cass McBride?* and *The Invisible*, a law enforcement officer either physically or verbally assaults a young adult character. A law enforcement character in *The Third Eye*, *Hoot*, *The Rag and Bone Shop*, *Jude*, *Now You See Her*, and *The Invisible* either uses guilt, intimidation, jealousy, or reverse psychology to persuade a young adult character to assist him/her. In *Shooter*, *What Happened to Cass McBride?* and *Jude*, a law enforcement official uses a scare tactic to persuade a young adult character to cooperate. A law enforcement character in *The Road of the Dead* expresses a sarcastic or condescending attitude with a young adult character, and a law enforcement character in *The Pact*, *The Rag and Bone Shop*, and *Jude* falsely presents information to a young adult character.

Based on the information gathered during the sorting process, this researcher feels that some of her findings in this study are similar to the findings of the studies presented in the literature review. The researcher found that examining a young adult character's individual demographic information along with his/her attitudes resulted in findings most closely related to those presented in the literature review. The examination of each individual demographic category did not typically yield results similar to the literature review.

## Chapter Five

### Summary, Conclusions, and Recommendations

#### *Summary*

The purpose of this content analysis study was to examine the portrayal of law enforcement officials in young adult fiction published after 1970. Policing in America underwent significant reform during the 1970s, during which time the concept of community policing emerged. Since the goal of community policing is to strengthen police and community ties, this researcher chose to examine young adult fiction written after 1970 because she believed it would provide the most current portrayals of law enforcement officials. Fifteen novels portraying a significant law enforcement character were selected for analysis from a list generated through LM\_Net, an international listserv of school and public librarians.

The research questions this researcher sought to answer were: What are society's attitudes toward law enforcement officials? What are adolescents' attitudes toward law enforcement officials? How are law enforcement officials portrayed in young adult literature? To gather the information necessary to answer the research question regarding adolescents' attitudes toward law enforcement officials, this researcher examined the demographic variables of the adolescent character in each title as well as textual evidence of his/her attitudes toward the police in general and his/her attitudes toward specific law enforcement characters. To gather information regarding the way in which law enforcement officials are portrayed in young adult fiction, this researcher examined the significant law enforcement characters portrayed in each title for his/her attitudes toward

adolescents in general, his/her attitudes toward specific adolescents, and his/her use and misuse of power/authority.

### ***Conclusions***

When examining the demographics of the adolescent characters in each of the 15 titles, this researcher found the majority of titles to portray a male, Caucasian young adult character of middle income who was actively involved in a positive extracurricular activity and who was either a loner or was someone who was associated with a loner. While this researcher's findings supported the literature review's indication that males with unconventional neighborhood influences were most likely to experience police contact, this researcher's analysis of the young adult character's race and socioeconomic status did not correspond to the literature review studies. According to the literature review, lower-income African-American adolescents experience more frequent contact with the police than middle-income Caucasian adolescents. This researcher can only presume that the young adult fiction author's personal perceptions and ethnicity are the reason for any differences between the facts presented in the literature review and the information portrayed in the examined young adult fiction titles. For instance, perhaps middle class Caucasian young adult fiction authors are more likely to write about middle class Caucasian adolescents than they are to create fictional scenarios about low-income African-American adolescents because they are writing from their own experiences.

In yet another comparison of the literature review to the findings of this study, this researcher found the majority of young adult characters portrayed as having neither positive nor negative attitudes toward the police in general, which corresponded similarly to the information presented in the literature review. On the other hand, the majority of

adolescents portrayed in these 15 titles express negative attitudes toward *specific* police officers following direct contact with the law. Once again, the researcher noted that this finding was similar to the findings presented in the literature review. As was mentioned in the literature review, adolescents are likely to develop negative attitudes toward specific police officers vicariously through their friends and acquaintances. For instance, adolescents who hear their friends speak negatively of a police encounter are likely to express negative attitudes toward the officer even if they have never been in contact with the officer.

This researcher also chose to examine each adolescent character's demographics in relationship to his/her attitudes toward the police in general as well as his/her attitudes toward specific law enforcement officials. The researcher felt that analyzing this additional information would be helpful in comparing the information presented in the literature review to the information gathered during the examination of the young adult titles.

In the young adult fiction titles, the adolescent characters portrayed were either identified as Caucasian, African-American, or unidentified. The majority of adolescent characters portrayed expressed neither positive nor negative attitudes toward the police in general. When examining their attitudes toward specific law enforcement officials, however, this researcher found that 50 percent of the Caucasian and 50 percent of the African-American adolescents express positive attitudes toward the police while the other 50 percent in each racial category express negative attitudes toward law enforcement officials. The researcher was surprised by this finding because adolescent attitudes toward the police were not significantly positive or negative. Of the 15 adolescent

characters portrayed, however, only two were identified as African-American. Perhaps a more significant difference in attitudes would be determined if equal numbers of African-American and Caucasian characters were examined.

Based on the findings noted in chapter four, this researcher concludes that the adolescents portrayed in the examined titles, do not, regardless of demographic variables, express positive or negative attitudes toward the police in general. Likewise, the law enforcement officials portrayed in the 15 titles do not express positive or negative attitudes toward adolescents in general. Of the adolescents portrayed in the examined titles, a slight majority, express negative attitudes toward specific police officials. When examining the law enforcement officials' attitudes toward specific adolescents, the police officers' attitudes were widespread, ranging from supportive of adolescents to physically attacking an adolescent; thus, it was difficult to reach a firm conclusion as to the attitudes of the police officers portrayed. Nevertheless, the majority of law enforcement officials portrayed express misuse of their power/authority.

Though negative adolescent attitudes toward specific law enforcement officials and the misuse of police officials' power/authority appears in the majority of the examined titles, the statistics are not overwhelming. For that reason, this researcher concludes that, in general, adolescents portrayed in young adult fiction do not express negative attitudes toward the police and law enforcement officials in young adult fiction are not negatively portrayed. In fact, much like the information presented in the literature review, the adolescents depicted in the examined titles express indifferent attitudes toward the police in general. In the literature review, the information presented suggested that African-American adolescents are more likely than Caucasian adolescents

to express negative attitudes toward the police. However, in the examination of the titles presented in this study, race is not a significant indicator of attitudes. Perhaps, though, if a greater sample of African-American adolescents had been depicted in the examined titles, the statistics would more accurately represent the information from the literature review.

In addition to analyzing race and its relationship to adolescent attitudes toward the police, this researcher also examined the relationship of young adults' gender and attitudes toward law enforcement officials. According to the information presented in the literature review, African-American adolescents hold significantly less positive views of the police in general than Caucasian adolescents, yet African-American and Caucasian adolescents' views of police behavior during specific contacts were not significantly different. When considering the literature review information in relationship to the findings of this study, the data from this study supports that adolescents, regardless of race, have similar views of police behavior during specific contacts. Yet, based on the information gathered during this study, African-American adolescents are not more likely to express negative attitudes toward the police than Caucasian adolescents. Once again, this researcher feels that the small number of African-American adolescents depicted in the examined titles may have an effect on the accuracy of this information. When considering the findings of this study, it does appear that, as was indicated in the literature review, adolescents, regardless of their demographics, hold indifferent attitudes toward the police in general. Nevertheless, as was also indicated in the literature review and was found through this study, adolescents, regardless of race, hold less positive views of police officials following a specific contact with the law.



Now that this researcher has examined the information presented in the literature review and has compared it to the findings of her study, she is left to answer her main research question—How are law enforcement officials portrayed in young adult fiction? Based on the information gathered, this researcher feels that, in general, law enforcement officials in young adult fiction are not negatively or positively portrayed. While some of the portrayed police officers may express a misuse of power/authority, it would be unfair to claim that all law enforcement officials in young adult fiction are negatively portrayed since many of the police officers depicted also expressed positive attitudes toward adolescents. Thus, this researcher believes that her study implies that the portrayal of law enforcement officials in young adult fiction is a reflection of the real world.

### ***Recommendations for Further Study***

After analyzing the information gathered from each of the 15 titles of this content analysis study, this researcher discovered two new questions that could be used to guide further study in the portrayal of law enforcement officials in young adult fiction.

First, this researcher noted that of the adolescent characters portrayed in the examined titles, only two were identified as African-American. Since the information in the literature review indicated that African-American adolescents were more likely than Caucasian adolescents to express negative attitudes toward the police, this researcher feels that a closer examination of race in relationship to attitudes would be beneficial. Perhaps a future researcher could attempt to identify young adult fiction titles depicting only African-American adolescents and examine the portrayal of law enforcement officials within those titles.

The second question to arise during this researcher's content analysis was related to gender and attitudes toward police officials. Of the titles examined, this researcher found that the two characters expressing the most frequent negative attitudes toward law enforcement officials were females. This finding seemed to contradict the information presented in the literature review, which indicated a greater percentage of female adolescents hold more positive attitudes toward the police than their male counterparts. Additionally, both of the female characters were Caucasian. Since the depiction of female Caucasians with negative attitudes toward the police seems to be a contradiction to the information presented in the literature review, this researcher would suggest that further study be conducted to examine the portrayal of law enforcement officials in young adult fiction depicting only African-American and Caucasian females.

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## Appendix A

## List of Novels

*Blood Brothers* by S.A. Harazin (2007)

*Don't Look Behind You* by Lois Duncan (1989)

*Hoot* by Carl Hiaasen (2002)

*The Invisible* by Mats Wahl (2007)

*Jude* by Kate Morgenroth (2004)

*Monster* by Walter Dean Myers (1999)

*Nineteen Minutes* by Jodi Picoult (2007)

*Now You See Her* by Jacquelyn Mitchard (2007)

*The Pact* by Jodi Picoult (1998)

*The Rag and Bone Shop* by Robert Cormier (2001)

*The Road of the Dead* by Kevin Brooks (2006)

*Secret, Silent Screams* by Joan Lowery Nixon (1988)

*Shooter* by Walter Dean Myers (2004)

*The Third Eye* by Lois Duncan (1984)

*What Happened to Cass McBride?* by Gail Giles (2006)

## Appendix B

## Content Analysis Form

Title: \_\_\_\_\_ Copyright: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher and City: \_\_\_\_\_

**Young Adult Character**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Race: \_\_\_\_\_

Socioeconomic Status: \_\_\_\_ Low income \_\_\_\_ Middle income \_\_\_\_ Upper income

Extracurricular Activities: \_\_\_\_\_

Neighborhood Involvement: \_\_\_\_\_

Textual Examples of General Attitudes toward Police:

Textual Examples of Specific Attitudes toward Police:

**Law Enforcement Official(s)**

Name(s): \_\_\_\_\_

Law Enforcement Agency: \_\_\_\_ City \_\_\_\_ County \_\_\_\_ State \_\_\_\_ Federal

Job Title: \_\_\_\_\_

Race: \_\_\_\_\_

Gender: \_\_\_\_\_

Main Character: \_\_\_\_\_ Secondary Character: \_\_\_\_\_

Textual Examples of General Attitudes toward Adolescents:

Textual Examples of Specific Attitudes toward Adolescents:

Use/Misuse of Authority/Power:

## Appendix C

## Content Analysis Form

Title: *Blood Brothers*

Copyright: 2007

Author: S.A. Harazin

Publisher and City: Delecorte Press, New York

**Young Adult Character**

Name: Clay Gardener

Age: 18

Gender: Male

Race: Caucasian

Socioeconomic Status: ☒ Low income      ☐ Middle income      ☐ Upper income

Extracurricular Activities: Works at the local hospital

Neighborhood Involvement: Somewhat of a loner; one best friend; recently lost girlfriend to his best friend; limited experience with marijuana and alcohol

Textual Examples of General Attitudes toward Police:  
None identifiedTextual Examples of Specific Attitudes toward Police:  
"The cops at the shed treated me like a criminal" (p. 17).

"Holy shit. [Chief Baker] actually believes me" (p. 18).

"At first I was scared [Chief Baker would] take us to jail, but he smiled and said he used to love camping" (p. 61).

"By late summer we had a lot of vegetables. Joey and I set up a roadside stand. Chief Baker would stop, buy something, and leave us a tip. The profit made us feel rich" (p. 61).

"I get weak in the knees [scared] when I see Chief Baker leaning against the stairwell a few feet away" (p. 68).

"You should get away [from Chief Baker's house], I'm thinking, before you start liking it here too much. You'll be working, helping him, and then one day you'll be finished with the yard. And that will be another place you won't be able to come back to" (p. 172).



**Law Enforcement Official**

Name: Not identified Age: Not identified  
 Law Enforcement Agency: X City \_\_\_ County \_\_\_ State \_\_\_ Federal  
 Job Title: Police officer  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

Textual Examples of Specific Attitudes toward Adolescents:

“‘Right,’ [the police officer] says skeptically (p. 15).

Use/Misuse of Authority/Power:

“‘The first officer’s hand grips my arm, his nails biting into my skin” (p. 15).

“‘Were you two drinking together?’” he asks roughly.

**Law Enforcement Official**

Name: Chief Baker Age: Not identified  
 Law Enforcement Agency: X City \_\_\_ County \_\_\_ State \_\_\_ Federal  
 Job Title: Chief of Police  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

Textual Examples of Specific Attitudes toward Adolescents:

“‘We’re [Clay and Chief Baker] friends, aren’t we?’” (p. 165).

Use/Misuse of Authority/Power:

“‘We know you acted in self-defense, and I’ve seen what PCP can do to a person” (p. 165).

“‘ I believe you, but [Alicia’s] not talking yet” (p. 166).

“‘I have a golfing friend. It would be a good idea for you to talk with him,’ [Chief Baker] says. ‘He’s a counselor” (p. 188).

“‘I saw you [Clay] as somebody I could trust,’ Chief Baker says. ‘You’re not to blame for what happened to Joey” (p. 189).

## Content Analysis Form

Title: *Don't Look Behind You*

Copyright: 1989

Author: Lois Duncan

Publisher and City: Delacorte Press, New York

**Young Adult Character**

Name: April Corrigan

Age: 17

Gender: Female

Race: Caucasian

Socioeconomic Status: ☐ Low income ☒ Middle income ☐ Upper income

Extracurricular Activities: Tennis player

Neighborhood Involvement: Belongs to the popular clique at school

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

“‘This isn’t a tantrum!’ I struggled to keep from shouting at him. ‘Are you too old to remember what it’s like to be in love!’” (p. 35).

“‘[Jim] left the room, pulling the door closed behind him and leaving me lying there, seething with indignation. I could not remember ever having been so furious! Jim had no right to accuse me of being a liar! It was insulting to be monitored by the hotel operator, and I wasn’t about to allow myself to be intimidated! Jim had forced me to promise that I wouldn’t phone Steve, but I hadn’t said that I wouldn’t get in touch with him some other way” (p. 36).

“‘It wasn’t easy to avoid Jim’s company in such close quarters, but I made it a point to do so as much as possible” (p. 40).

“‘‘You’ve [Jim] been treating me like a three-year-old!’ I retorted. ‘Besides you’re not my father, my father trusts me! I told you I wouldn’t phone Steve, but you didn’t believe me. I don’t like having people call me a liar, and I’ll never forgive you for talking to the hotel operator’” (p. 40).

“‘[Jim’s] apology made me ashamed of my own rude behavior. When I looked at Jim with his thinning hair and his weathered face, with the laugh lines and worry lines fanning out from the corner of his eyes, he reminded me so much of the grandfather who had died when I was twelve that I felt a sudden, overwhelming surge of affection” (p. 41).

“‘‘I’m sorry too,’ I said. ‘I was pretty horrid. I didn’t mean that crack about your being old’” (p. 41).

### Law Enforcement Official

Name: Jim Peterson                      Age: Not identified  
 Law Enforcement Agency: City      County      State      X Federal  
 Job Title: Witness Protection Bodyguard (former police officer)  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_\_\_      Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

#### Textual Examples of Specific Attitudes toward Adolescents:

““You’ve got a lot of growing up to do, April. You’re a nice enough kid, but you’re part of the Cinemax generation. You can’t believe real-life stories don’t always have happy endings, and you think of yourself as the star and the rest of us as bit players”” (p. 35).

““Then give some thought to your mother,’ Jim said brusquely. ‘She’s worried about your dad, and she’s hitting the wine too hard. She’s in no condition to deal with your childish temper tantrums”” (p. 35).

““Stop being childish,’ [Jim] said. ‘Let’s call a truce”” (p. 40).

““Don’t give me that. You’ve been pulling a sulk for three days now, pouting like a three-year-old whose father’s forbidden her to play in the street”” (p. 40).

#### Use/Misuse of Authority/Power:

““I apologize. Actually, I never did contact the operator. I was worried that you were getting ready to do something dumb, and telling you that was the only way I could think of to stop you”” (p. 40).

““Anyway, like I said, I’m sorry I hurt your feelings”” (p. 41).

## Content Analysis Form

Title: *Hoot*

Copyright: 2002

Author: Carl Hiaasen

Publisher and City: Alfred A. Knopf, New York

**Young Adult Character**

Name: Roy Eberhardt

Age: Middle-school age

Gender: Male

Race: Not identified

Socioeconomic Status: ☐ Low income ☒ Middle income ☐ Upper income

Extracurricular Activities: None identified

Neighborhood Involvement: New to town; Few friends; Acquaintance with neighborhood runaway

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

““Right,” Roy said, not too eagerly. [Officer Delinko] was asking him to be an informant: a snitch on his own classmates. It seemed like a steep price to pay for a ride home. Not that Roy wasn’t appreciative, but he didn’t feel like he owed the officer anything besides a sincere thank-you. Wasn’t it part of a policeman’s job to help people?” (p. 82-83).

### Law Enforcement Official

Name(s): David Delinko

Age:

Law Enforcement Agency:   X   City        County        State        Federal

Job Title: Police Officer (Coconut Cove, FL)

Race: Not identified

Gender: Male

Main Character:   X   Secondary Character:       

Textual Examples of General Attitudes toward Adolescents:

None identified

Textual Examples of Specific Attitudes toward Adolescents:

“‘Terrific. You’re [Roy] a solid young fellow’” (p. 83).

“[Officer Delinko] wondered if the little jerks who’d spray painted his Crown Victoria realized how much trouble they were getting him into. My whole career is in jeopardy, Officer Delinko thought angrily, all because of some smart-ass juvenile delinquents” (p. 64).

Use/Misuse of Power/Authority:

“‘Think your dad would mind writing a letter to the police chief? Or even to my sergeant? No biggie, just a nice note about what happened tonight. Something they could put in my permanent file,’ Officer Delinko said. ‘The little things help, they really do. They add up’” (p. 83).

“‘Oh, [bringing Roy home] was nothing.’ ‘Officer Delinko shot a wink at Roy’” (p. 84).

“‘This was the big break the policeman had been waiting for. He could hardly wait to get to the station and pry a full confession out of the teenager [Dana Matherson]’” (p. 196).

## Content Analysis Form

Title: *The Invisible*

Copyright: 2000

Author: Mats Wahl

Publisher and City: Farrar, Straus, and Giroux, New York

**Law Enforcement Official**

Name: Harold Fors

Age: Not identified

Law Enforcement Agency: ☒ City    \_\_\_ County    \_\_\_ State    \_\_\_ Federal

Job Title: Detective

Race: Not identified

Gender: Male

Main Character: ☒    Secondary Character: \_\_\_

Textual Examples of General Attitudes toward Adolescents:

“ ‘We’re short-handed, and missing teenagers usually show up again on their own after a while. But we’re taking this seriously. If Hilmer hasn’t come home by tonight, we’ll put on as many people as we can’ ” (p. 54).

Textual Examples of Specific Attitudes toward Adolescents:

None identified

Use/Misuse of Authority/Power:

“ ‘Give the boy another pastry and tell him that we’re getting nowhere looking for Hilmer up by the river. We’re hoping Henrik can give us a tip. And for God’s sake don’t be threatening. Say that we need help, nothing else. I’m coming right away. There’s something I want to try’ ” (p. 77).

Fors is using reverse psychology to get the adolescent to cooperate: “ ‘You’re helping us, Henrik. We know we’ve searched the wrong place. If you three [Henrik, Lars-Erik, and Anneli] were sitting on a bench by the river the whole night, Hilmer could hardly have biked by without you noticing, right?’ ” (p. 79).

“ ‘Never mind. You’ve helped us a lot,’ Fors said, and held out his hand ” (p.80)

### Law Enforcement Official

Name: Johan Nilsson Age: Months from retirement  
 Law Enforcement Agency: ☒ City    \_\_\_ County    \_\_\_ State    \_\_\_ Federal  
 Job Title: Police officer  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_ Secondary Character: ☒  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

Textual Examples of Specific Attitudes toward Adolescents:

“The girl [Anneli] isn’t stupid, that’s for sure, but—” (p. 130).

Referring to Anneli: “I don’t know, sometimes you see something in a person’s eyes. You know, that look that scares you” (p. 130).

“Let’s just say I wouldn’t let my grandkids play in the park if Anneli was there” (p. 130).

Use/Misuse of Authority/Power:

Nilsson is using reverse psychology to get Henrik to cooperate: “‘Henrik is a good kid,’ said Nilsson as he worked. ‘He’s going to join the guard. We need more guys like him who aren’t afraid to get their hands dirty’” (p. 78)

More reverse psychology: “‘I told you he was a good kid,’ said Nilsson. ‘Take it easy, Henrik’” (p. 80).

## Law Enforcement Official

Name: Carin Lindblom

Age: Not identified

Law Enforcement Agency: X City      \_\_\_ County      \_\_\_ State      \_\_\_ Federal

Job Title: Detective

Race: Not identified

Gender: Female

Main Character: \_\_\_\_\_ Secondary Character: X

### Textual Examples of General Attitudes toward Adolescents:

None identified

### Textual Examples of Specific Attitudes toward Adolescents:

“‘You have the right not to be dragged into a cell and beaten black and blue, that’s the only right you have. But I wouldn’t be surprised if someone in this situation forgot what you have a right to, so don’t try talking to us about your rights. You should be grateful that we’re good people’” (p. 167).

“‘Filth [Henrik Malmsten]!’” (p.168).

When Lars-Erik wouldn't respond to questioning: "“He has shit in his ears. We should stick something in and poke around a bit”" (p. 171).

### Use/Misuse of Authority/Power:

Lindblom slapped Tullgren three times (p. 172).



### Young Adult Character

Name: Anneli Tullgren

Age: 16

Gender: Female

Race: Caucasian

Socioeconomic Status: ☒ Low income    ☐ Middle income    ☐ Upper income

Extracurricular Activities: None

Neighborhood Involvement: Involved with skinheads

Textual Examples of General Attitudes toward Police:

“‘Maybe it’s from some damn swine [referring to a police officer] I’ve kicked’” (p. 177).

Textual Examples of Specific Attitudes toward Police:

“‘Yes, right,’ Anneli yelled. ‘What am I supposed to wear? You idiots have all my clothes in that bag!’” (p. 134).

“‘Hey, bitch [Officer Lindblom], mind your own business,’ Tullgren replied” (p. 172).

“‘You dyke [Officer Lindblom]’” (p. 172). This phrase was repeated twice by Tullgren to Lindblom.

In response to Fors asking if there is anyone she would like to kill, “Tullgren pointed at Lindblom. ‘She’s one’” (p. 173).

“‘You think I’m going to squeal to a pig? You can hit me as much as you want’” (p. 173).

“‘You think you’re better than everyone else because you’re a big bad cop. But you’re not any better than anyone else’” (p. 174).

“‘I could report her over there. She slapped me three times. You’d be the witness. But I bet you’d make sure she walks. That’s why there are two of you. So that one of you can do whatever you want and the other can say it never happened. Right?’” (p. 174).

“‘Okay, I’m going to report her. And you’re going to find out that you’re just as big a pig as the rest of them. But because you have shit for brains, you won’t understand the consequences’” (p. 175).

“‘She [Lindblom] got scared. But I’m not afraid of her or of you or of all the pigs in the whole damn sty. You can’t do anything to scare me. That’s the difference between you and me. I’m not afraid, but you’re all scared shitless, every one of you. All I need to do is open my mouth, and you crawl away with your tail between your legs. I feel only one thing for you and your damn system. Do you know what that is? Contempt’” (p. 175).

“‘What are you doing in here, you [Nilsson] old fart?’” (p. 176)

“‘The pig [Fors] sitting there is a witness’” (p. 176).

“‘You can take your proper order and shove it up your proper ass’” (p. 177).

Speaking to Fors: “Girls shave their legs all the time. Didn’t you know that, faggot?” (p. 177).

“I’m not going to talk to some idiot [Fors] who doesn’t know anything and understands even less” (p. 178).

## Content Analysis Form

Title: *Jude*

Copyright: 2004

Author: Kate Morganroth

Publisher and City: Simon and Schuster Books for Young Readers, New York

**Young Adult Character**

Name: Jude (Michael) Arvelo

Age: 15

Gender: Male

Race: Caucasian

Socioeconomic Status: ☒ Low income      ☐ Middle income      ☐ Upper income

Extracurricular Activities: Neighborhood basketball

Neighborhood Involvement: Acquainted with neighborhood drug dealers

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

“They had taken his statement, then one of the policemen—the youngest, the one who couldn’t pass the buck—was assigned to stay with him in the living room” (p. 1).

“[Jude] didn’t like how this second [policeman] talked about him as if he weren’t even in the room. . .” (p. 2)

“Jude lifted the remote and changed the channel” (p. 2). Note: This action was done in reaction to a request from a police officer to turn up the volume on the TV.

“But [Jude] couldn’t blame this on Harry. Harry had offered him a way to repair the damage, and if the cost was a little higher than Jude expected, how could he complain?” (p. 104).

“‘Harry said he’d make it go away. So I told him I did [killed my father]’” (p. 257).

“Jude knew that prison was probably Harry’s idea of a personal hell. Strangely, the thought of it didn’t give Jude pleasure” (p. 276).

### Law Enforcement Official

Name: Burwell

Age: Not identified

Law Enforcement Agency: X City    \_\_\_ County    \_\_\_ State    \_\_\_ Federal

Job Title: Detective

Race: Not identified

Gender: Male

Main Character: \_\_\_\_\_ Secondary Character: X

Textual Examples of General Attitudes toward Adolescents:

None identified

Textual Examples of Specific Attitudes toward Adolescents:

““So, you think you’re pretty tough, I guess,’ Burwell said mildly” (p. 5). ““Well, I’ll let you believe that for a little while. I’m going to have one of the men take you down to the station, and we’ll come down when we finish here. So you have maybe—he checked his watch—an hour or so to think about how tough you are before we get there”” (p. 5).

““See, I’m ready to be sympathetic and understanding here, but if you don’t tell me the truth you’re forcing my hand. I’ve been doing this too long not to smell bullshit when it’s served up to me”” (p. 5).

““Still I feel sorry for [Jude]”” (p. 28).

Use/Misuse of Authority/Power:

““You see, this detective thing isn’t that hard because people aren’t that smart.’ He started at Jude” (p. 6).

““Listen, you’re young. We don’t send kids to jail. If you had something to do with this, it’s better to tell us. Then we can help you out. Maybe it was a friend of yours come to take care of things for you. You’ve got a nasty bruise there, and your neighbors told us that you tend to get a lot of bruises. We take those things into account, you know. We understand about things like that”” (p. 6).

““Maybe you didn’t have anything to do with this, but if you know something about your father’s murder and you don’t tell us, that makes you an accessory to the crime. That means you’re partially responsible, and if we can prove it, we can cart you off to juvie, and the boys there will make a tough kid like you look like cotton candy. So think about that for a little while, and see if you can remember anything else”” (p. 6).

### Law Enforcement Official

Name: Harry Wichowski Age: Not identified  
 Law Enforcement Agency: X City \_\_\_\_ County \_\_\_\_ State \_\_\_\_ Federal  
 Job Title: District Commissioner  
 Race: Caucasian  
 Gender: Male  
 Main Character: X Secondary Character: \_\_\_\_  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

#### Textual Examples of Specific Attitudes toward Adolescents:

“Harry shook his head. ‘You’re hardly innocent, Jude.’ . . . ‘I know that police officers saw you in the projects with him [the kid who overdosed] several times. I know all the kids at your school thought you were getting him drugs. I know that you understood it would destroy your mother if it ever came out that you had anything to do with drugs. I know that you lie when it suits you. That’s all I know’” (p. 151-152).

“‘That you’re not worth it,’ Harry said. ‘You were given every possible opportunity to turn yourself around—and what did you do? You got yourself mixed up in drugs when you knew that it would ruin your mother’s career. The career that was more important to her than anything’” (p. 152).

“‘I’ve done everything for her,’ Harry said, for the first time showing some emotion. ‘The last seventeen years of my life I’ve been trying to make her happy, to give her what she wanted. Maybe it makes up a little bit for having a kid like you’” (p. 152).

#### Use/Misuse of Authority/Power:

“‘We have an opportunity here to turn a potential disaster into an advantage, but in order to do that you have to think big, take a few more risks. Let me put it this way,’ Harry said. ‘It’s the difference between simply avoiding ruining Anna’s [Jude’s mother] career and actually helping her’” (p. 91).

“‘Some assurance that you’re going to see this through. I may not be on the front lines with you, but I’m risking a lot—maybe even more than you, as I have more to lose’” (p. 92).

“‘Your lawyer, if he’s any good, is going to tell you to plead out. To make a deal. This is important—under no circumstances should you agree to that, no matter what they tell you. If you admit to it, it will be much harder to get you a new trial when the time comes’” (p. 92).

“‘If you don’t hear from me, you’ll [Jude] know that I’ve got it covered. Okay?’” (p. 93)

“Harry couldn’t repress a tiny smile. Jude saw it because he was looking at him, but what he didn’t know was that Maria [Jude’s lawyer] saw it also—and puzzled over it for a long time” (p. 112) Note: Harry’s smile was in response to Jude’s unwillingness to plead guilty to the charges.

““You [Jude] did great at the meeting the other day. You didn’t lose your nerve”” (p. 115)

““I admit, I pulled some strings so that no one looked into [Jude’s father’s death] too closely. I thought it would be best for everyone. Not only for you [Anna], but for Jude as well. I thought he should have a chance.’ . . . ‘it’s true, Jude didn’t actually sell drugs, but he was the one who made it possible for that poor boy to get them. That, with what he admitted to me about his father—well, I didn’t feel too guilty about leaving him in prison. I know it wasn’t right under the law, but morally I felt it was justified”” (p. 257-258).

““If your mother loses her position, [Jude’s conviction and time in prison] all would have been for nothing,’ Harry said” (p. 263).

““It doesn’t matter whether you did [sell drugs] or not. The point is you make [your mother] think you did, and not only that, but let her discover that you’re still selling. . . . You wanted to know what you could do. Well, that’s what you could do. That’s the only way”” (p. 84).

In response to Jude’s question about how long he would have to spend in juvenile detention after a drug conviction—““Only until after the election,’ Harry said. ‘A month or two at the most. Then we’ll get you a new trial, and with the real evidence you’ll be acquitted”” (p. 85).

## Content Analysis Form

Title: *Monster*

Copyright: 1999

Author: Walter Dean Myers

Publisher and City: HarperTempest, New York, NY

**Young Adult Character**

Name: Steve Harmon

Age: 16

Gender:

Male

Race: Black

Socioeconomic Status: ☒ Low income ☐ Middle income ☐ Upper income

Extracurricular Activities: Film club (school activity)

Neighborhood Involvement: Acquaintance with neighborhood criminals

Textual Examples of General Attitudes toward Police:

“The [jail] guards terrify me” (p. 96).

Textual Examples of Specific Attitudes toward Police:

None identified

**Law Enforcement Official**

Name: Karyl (First name not given)

Age: Not identified

Law Enforcement Agency: ☒ City ☐ County ☐ State ☐ Federal

Job Title: Detective (Harlem, NY)

Race: Not identified

Gender: Male

Main Character: ☐Secondary Character: ☒

Textual Examples of General Attitudes toward Adolescents:

None identified

Textual Examples of Specific Attitudes toward Adolescents:

“This guy’s only 16. They won’t kill him” (stated by Williams p. 73).

“What are you, a pessimist? Hope for the best” (stated by Karyl p. 73).

Use/Misuse of Authority/Power:

None identified

### Law Enforcement Official

Name: Arthur Williams Age: Not identified  
 Law Enforcement Agency: X City \_\_\_ County \_\_\_ State \_\_\_ Federal  
 Job Title: Detective (Harlem, NY)  
 Race: Black  
 Gender: Male  
 Main Character: \_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified  
  
 Textual Examples of Specific Attitudes toward Adolescents:  
 None identified  
  
 Use/Misuse of Authority/Power:  
 None identified

### Law Enforcement Official

Name: Not identified Age: Not identified  
 Law Enforcement Agency: \_\_\_ City X County \_\_\_ State \_\_\_ Federal  
 Job Title: Guard (Harlem, NY)  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified  
  
 Textual Examples of Specific Attitudes toward Adolescents:  
 None identified  
  
 Use/Misuse of Authority/Power:  
 ““Hey, we got a pool going. I bet you guys get life without the possibility of parole. The guys on the next block think you’re going to get 25 to life. You guys want in on it?”” (p. 266)  
  
 ““You guys treat me nice, and I’ll put in a word for you up at Greenhaven. Maybe I can get you a boyfriend that’s really built”” (p. 266).



## Content Analysis Form

Title: *Nineteen Minutes*

Copyright: 2007

Author: Jodi Picoult

Publisher and City: Atria Books, New York

**Young Adult Character**

Name: Josie Cormier

Age: 17

Gender:

Female

Race: Not identified

Socioeconomic Status: ☐ Low income ☐ Middle income ☒ Upper income

Extracurricular Activities: None identified

Neighborhood Involvement: She belonged to the high school's popular clique.

Textual Examples of General Attitudes toward Police:

None given

Textual Examples of Specific Attitudes toward Police:

"I guess I ought to thank you for rescuing me" (p. 63).

"The detective knelt so that he could look in her eyes. He had, Josie realized, nice eyes" (p. 273).

"Don't worry, Josie," he said, meeting her gaze as if they were the only two people in this world. 'We're going to make this okay.' Alex expected Josie to snap at him, too, but instead Josie went calm under his touch. She nodded, as if she believed this for the first time since the shooting had occurred" (p. 276).

**Law Enforcement Official(s)**

Name(s): Patrick Ducharme Age: Middle-aged  
 Law Enforcement Agency: X City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Federal \_\_\_\_\_  
 Job Title: Detective (Sterling, NH Police Force)  
 Race: Caucasian  
 Gender: Male  
 Main Character: X Secondary Character: \_\_\_\_\_  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

## Textual Examples of Specific Attitudes toward Adolescents:

“I would like to talk to Josie . . . but that’s not why I came. I’m here because she was the first one. . . well, I just needed to know she was all right” (p. 64).

“. . . Josie could feel the weight of [Ducharme’s] pity falling over her like a net” (p. 275).

## Use/Misuse of Authority/Power:

“‘If you explain it to me,’ Patrick urged, ‘maybe I can explain it to everyone else’” (p. 54) “‘Help me help you,’ [Patrick] said, but Peter just shook his head and continued to cry” (p. 55).

“[Patrick] was out of his chair in an instant—grabbing Drew Giraud’s throat. ‘Listen, you little fuck,’ Patrick said, ‘don’t screw this up. We know what you did to Peter Houghton. . . . If you get on the witness stand and you lie about your actions in the past, I will make sure you wind up in jail for obstruction of justice’” (p. 353).

## Content Analysis Form

Title: *Now You See Her*

Copyright: 2007

Author: Jacquelyn Mitchard

Publisher and City: HarperTempest, New York

**Young Adult Character**

Name: Bernadette (Hope Shay) Romano Age: 15

Gender: Female

Race: Caucasian

Socioeconomic Status: ☐ Low income ☐ Middle income ☒ Upper income

Extracurricular Activities: Acting, jogging

Neighborhood Involvement: A student at Starwood Academy for the Performing Arts

Textual Examples of General Attitudes toward Police:

"Standing in the dean's office at Starwood Academy of the Performing Arts, with five or six detectives and the dumbest canine "officer" on Earth" (p. 31).

"I would have been smell-able to that stupid cop-dog or search dog or whatever he was" (p. 35).

"I couldn't move, but I could see the idiots [police] go clomping by, like, four times" (p. 35).

"I couldn't believe how stupid and suspicious [the police] were, right from the beginning. They always blame the victim. The police are no different from anyone else involved. I have a very good memory, I told the police—when they came to do the so-called investigation. . ." (p. 123).

"The next morning the detectives were all over me" (p. 141).

"I told my mother, 'Make [the detectives] leave" (p. 141)

Textual Examples of Specific Attitudes toward Police:

"But this one detective who was really weasly looking, like the actor who always played the killer, said, 'We don't have time for a bunch of tears right now, Burnadette'" (p. 143).

"The stupid, skinny cop who looked like his gun weighed more than he did shrugged" (p. 144).

"You be surprised,' said Joe Ed Hick asshole" (p. 144).

"He *had* to say 'just,' the asshole" (p. 144).

"Many times,' said the weasly cop" (p. 147).

"And the hick (Joe Ed Hick Cop) said, "Well, I'll just do that"" (p. 147).

“After it was all over, after the investigation that they dragged out for weeks, probably so that the retard cops could feel important about the biggest case in their meaningless lives, they charged me with a crime” (p. 152).

#### Law Enforcement Official

Name(s): Joe Ed Hick Cop Age: Not identified  
 Law Enforcement Agency: ☒ City \_\_\_ County \_\_\_ State \_\_\_ Federal  
 Job Title: Police Officer  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_ Secondary Character: ☒  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

#### Textual Examples of Specific Attitudes toward Adolescents:

“I mean if you had any part in this abduction, or supposed abduction, you cost the people of Mesquakie County hundreds of thousands of dollars. Is your daddy ready to pay for it?” (p. 145)

“Didn’t you know that’s what happens? You have to make restitution. You have to pay back what your little joke cost people. Do you know how many people were terrified for their own children? Or how many people took their kids out of school here? Do you know what you may have cost the volunteers who took off work?” (p. 146).

#### Use/Misuse of Power/Authority:

“I know, and we’re all relieved that you’re safe. But there are so many things that don’t make sense in your story. It’s like you did this just because you were jealous of that pretty blonde girl Alyssa Lyn. . .” (p. 147).

## Content Analysis Form

Title: *The Pact*

Copyright: 1998

Author: Jodi Picoult

Publisher and City: William Morrow and Company, New York

**Young Adult Character**

Name: Chris Harte

Age: 17

Gender: Male

Race: Caucasian

Socioeconomic Status: ☐ Low income ☐ Middle income ☒ Upper income

Extracurricular Activities: Swimming

Neighborhood Involvement: friend turned girlfriend

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

“Chris hesitated, then reached over and shut off the tape recorder. ‘The sun had already gone down. It was eight o’clock,’ he said quietly. ‘I told you that.’ He looked the detective in the eye. ‘Don’t you believe what I’m telling you?’” (p. 74).

**Law Enforcement Official**

Name: Sergeant Anne-Marie Marrone

Age: Not identified

Law Enforcement Agency: ☒ City ☐ County ☐ State ☐ Federal

Job Title: Detective (Bainbridge, NH Police Dept.)

Race: Not identified

Gender: Female

Main Character: ☐ Secondary Character: ☒

Textual Examples of General Attitudes toward Adolescents:

None identified

Textual Examples of Specific Attitudes toward Adolescents:

“‘Yes. A large stain not tied to the spatter pattern of the bullet wound, where the defendant [Chris Harte] supposedly struck his head’” (p. 292).

“[Marrone] grinned, too. ‘[Underage drinking] wasn’t my biggest concern at the time’” (p. 293).

“‘No—but then again Chris could have touched [the gun] too, without it showing up.’ She smiled neatly at Jordan [the defense attorney]” (p. 297).

Use/Misuse of Authority/Power:

Marrone admits that she didn’t read Chris Harte his Miranda rights before speaking to him for the first time (at the hospital after the shooting)—“Not line for line” (p. 69).

“[Marrone] was good, a professional, but she’d been forewarned to not mention the conversation she’d had with Chris [Harte] at the hospital. Ruled in admissible, even its mention could be cause for a mistrial” (p. 293).

## Content Analysis Form

Title: *The Rag and Bone Shop*

Copyright: 2001

Author: Robert Cormier

Publisher and City: Delacorte Press, New York

**Young Adult Character**

Name: Jason Dorrant

Age: 12

Gender: Male

Race: Not identified

Socioeconomic Status: ☐ Low income ☒ Middle income ☐ Upper income

Extracurricular Activities: None identified.

Neighborhood Involvement: Loner; preferred the company of younger children, especially girls.

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

"Mr. Trent puzzled him. He seemed friendly, like he really wanted to help find out who had murdered Alicia, wanted to help Jason remember what had really happened that day, but at the same time there was something about his questions. Jason used the word strange for want of a better word. He couldn't figure Trent out or what he wanted Jason to say. Sometimes he seemed unfriendly, like Jason had done something wrong, had broken a rule, a rule Jason didn't even know about. And those eyes of his. Like black marbles but alive, that didn't blink very much, that seemed to look right into your brain" (p. 98).

"[Jason] didn't want to talk anymore about these things with a stranger like [Trent]. It was like Trent was trying to peek into his heart" (p. 107).

### Law Enforcement Official

Name: George Braxton Age: 47  
 Law Enforcement Agency: X City \_\_\_ County \_\_\_ State \_\_\_ Federal  
 Job Title: Detective Lieutenant in Monument, Massachusetts  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

#### Textual Examples of Specific Attitudes toward Adolescents:

“The detective looked up from his notebook and shook his head, and Jason could tell he was getting impatient with these details” (p. 33).

““[Dorant’s] more than a suspect. Someone we feel is the perp. Twelve-year-old neighbor of the victim”” (p. 49)

#### Use/Misuse of Authority/Power:

“He refused the cup of tea Jason’s mother had offered with an abrupt ‘Sorry, Mrs. Dorant. Time is really an important factor and I have some important questions for Jason’” (p.31)

“Turning to Jason, leaning forward, he had said: ‘I want you to be real careful, Jason, and tell me everything you remember about that last visit with Alicia’” (p. 31).

“[Braxton] wanted to turn Trent loose on [Jason Dorant], get him to admit his guilt. The prospect was almost as sweet as the thought of a good night’s sleep” (p. 43).

““[Dorant’s] [f]ather’s away on a business trip. We anticipate that the mother will accept the [interview] scenario”” (p. 50).

### Law Enforcement Official

Name: Trent (First name not given) Age: Not identified

Law Enforcement Agency:   X   City        County        State        Federal

Job Title: Interrogator (Highgate, VT Police Department)

Race: Not identified

Gender: Male

Main Character:        Secondary Character:   X  

Textual Examples of General Attitudes toward Adolescents:

“A twelve-year-old boy should be easy enough to handle” (p. 77).

Textual Examples of Specific Attitudes toward Adolescents:

None identified

Use/Misuse of Authority/Power:

“Arranging a smile on his face, he welcomed the boy with a raising of his arms, an attitude of praise for something not yet earned” (p. 79).

“‘You’re Jason?’ Omitting the family name, establishing a sense of familiarity but maintaining a degree of authority for himself, announcing only his family name. ‘I’m Trent’” (p. 79).

“Trent was conscious of using his avuncular voice. . . . He was conscious of avoiding the word *murder*, would use soft words throughout the interrogation. . . . The constant use of Jason’s name was important, personal, avoiding the impersonal” (p. 81).

“The object was to isolate the boy, to avoid the presence of a lawyer or parent or guardian. It had to be done immediately at the outset and so deftly that the boy would not become suspicious” (p. 81).

“‘Let’s forget that you tried to escape, all right?’ Trent knew it was important to enter that vital word into the record and he leaned back with satisfaction, waiting for the boy’s answer” (p. 104).

“Subjects never considered him beyond his role as an interrogator, never made any personal remarks or inquiries. This sudden recognition of himself as a person by this boy made him pause. . . . Trent knew a moment of misgiving. . . . Time to get out, Trent thought. Get this over with and collect his due from the senator. And somehow make his own escape” (p. 110-111).

“*. . . Jason Dorrant is my subject, not the girl’s brother*” (p. 116).

“‘I think you did the right thing, Jason, by not saying anything [about the quarrel between Alicia and her brother],’ Trent said. *I can’t let this thing get away from me* (p. 116).



“Trent knew irrevocably that the boy was innocent, knew in the deepest part of his being, past all doubt and deception, that Jason Dorrant had not murdered Alicia Bartlett” (p. 131).

““Are you Catholic, Jason? . . . Then you know about confession and absolution” (p. 137).

““If you leave this room right now, this minute, without any admission [of your guilt in murdering Alicia], there’s no telling what’s waiting for you outside. Angry people can turn very ugly. It doesn’t take much to start a riot. . . .” (p. 138).

## Content Analysis Form

Title: *The Road of the Dead*

Copyright: 2006

Author: Kevin Brooks

Publisher and City: Scholastic, New York

**Young Adult Character**

Name: Reuben Ford

Age: 14

Gender: Male

Race: Caucasian

Socioeconomic Status: ☒ Low income    ☐ Middle income    ☐ Upper income

Extracurricular Activities:

None identified

Neighborhood Involvement:

None identified

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

"It was just Detective Merton doing his job. We knew that. But we also knew that his job didn't belong in our house, and neither did he. He was a policeman. He wore a suit. He talked too much. We didn't want any of that in our house" (p. 6).

"[Detective Merton] gave me a patronizing smile" (p. 9).

"[DCI Pomeroy] smiled his nasty little smile again" (p. 37).

"I knew what [Cole] wanted to do—he wanted to beat the shit out of [the policeman], crack his fat head open, smash his smiling face to a pulp—but Cole wasn't stupid. He knew there was a time and a place for everything. And this wasn't it" (p. 81).

"I was thinking of what Bowerman must have seen. He must have seen Rachel's body, all naked and battered and ruined. He must have seen her. He was there. He was with her. And now, less than a week later, he was humiliating her brother and hounding him out of a bar. . ." (p. 96).

"When the time came—and I didn't doubt that it would—Ron Bowerman was going to wish he'd never been born" (p. 96).

### Law Enforcement Official

Name: Ron Bowerman Age: Not identified  
 Law Enforcement Agency: \_\_\_\_ City X County \_\_\_\_ State \_\_\_\_ Federal  
 Job Title: Rural Community Officer  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

Textual Examples of Specific Attitudes toward Adolescents:

“‘You’re not much of a one for listening, are you?’” (p. 80).

Use/Misuse of Authority/Power:

“‘I’ll tell you what [DCI Pomeroy] *didn’t* tell you. He didn’t tell you to come down here and start kicking the shit out of people, did he? He didn’t tell you to come in here and start taking the piss, either. No, what he told you was to keep out of trouble and leave everything to us. *That’s* what he told you. Remember?’”

“‘So listen,’ he said, ‘here’s what I want you to do. There’s a phone box at the end of High Street. You take your little brother down there and you call yourself a taxi. You wait at the phone box, you get in the taxi, you tell the driver to take you to Plymouth. When you get to the station, you get on the train and go back to London. You do all that for me and I’ll forget about everything else—OK?’” (p. 81).

“‘Mr. Ford,’ he slurred at Cole, leaning on the bar beside him, ‘nice to see you again. I see you decided not to go home, then?’” (p. 186).

“‘Listen, sonny,’ he hissed, ‘I don’t know what you think—’” (p. 187).

“‘Cole Ford,’ he said, ‘I’m arresting you for possession of a firearm with criminal intent. You do not have to say anything. . . ah, shit. Just gimme the gun, boy. Come on. . . don’t be a twat. I’m a police officer, for chrissake.’ He laughed stupidly. ‘You’re not going to shoot *me*, are you?’” (p. 244).

**Law Enforcement Official**

Name: Detective Merton Age: Not identified  
 Law Enforcement Agency: X City \_\_\_\_ County \_\_\_\_ State \_\_\_\_ Federal  
 Job Title: Family Liaison Officer  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

Textual Examples of Specific Attitudes toward Adolescents:  
 None identified

Use/Misuse of Authority/Power:

“As I told you before, I’m perfectly happy to visit you at home whenever you want. That’s what I’m here for. Anytime you need anything, day or night—” (p. 8).

“I know this is a terrible time for all of you,” he said, “but I can assure you that we’ll do everything possible to help you cope with your loss” (p. 13).

**Law Enforcement Official**

Name: DCI Pomeroy Age: Not identified  
 Law Enforcement Agency: X City \_\_\_\_ County \_\_\_\_ State \_\_\_\_ Federal  
 Job Title: Senior Investigating Officer  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

Textual Examples of Specific Attitudes toward Adolescence:  
 None identified

Use/Misuse of Authority/Power:

“I wasn’t aware that I was treating you like shit. Of course, I apologize if that’s how you feel, but I can assure you that wasn’t my intention. I’m simply waiting for you to tell me what you want” (p. 37)

“Just one more thing before you go,” he said quietly. “I’m not sure what your intentions are, but I hope you don’t think your situation entitles you to any special treatment. I know you’re a victim, and I know you’re going through a terrible time, but that doesn’t put you above the law. Do you understand?” (p. 39).

## Content Analysis Form

Title: *Secret, Silent Screams*

Copyright: 1988

Author: Joan Lowery Nixon

Publisher and City: Delacorte Press, New York

**Young Adult Character**

Name: Marti Lewis

Age: 18

Gender: Female

Race: Caucasian

Socioeconomic Status: ☐ Low income ☒ Middle income ☐ Upper income

Extracurricular Activities: None identified

Neighborhood Involvement: None identified

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

Thinking that the officer is too young to help: “How long have you been a police officer?” (p. 5)

“How old are you?” (p. 5)

“Marti angrily kicked at a pebble that lay on the sidewalk. It had taken all the courage she had to go to the police for help and pour out the truth about Barry, but that officer—Karen—had studied her for a few minutes as though she could see all the way through to Marti’s brain, and said only, ‘I’ll give this some thought.’ That was a favorite statement for adults who wanted to stall, to get you off their backs. They’d make you wait forever for the answer, which always turned out to be ‘no.’ Marti had no illusions that Karen would help” (p. 14).

“It makes it a little easier, knowing that you’re on my side” (p. 46).

“Thanks for helping me, Karen. I appreciate it. I really do” (p. 81).

“*Partner*, Karen had called her. She liked that” (p. 81).

“I thought I could count on you [Karen]” (p. 160)

### Law Enforcement Official

Name: Karen Prescott

Age: 24

Law Enforcement Agency: ☒ City    \_\_\_ County    \_\_\_ State    \_\_\_ Federal

Job Title: Police Officer

Race: Caucasian

Gender: Female

Main Character: ☒    Secondary Character: \_\_\_\_\_

Textual Examples of General Attitudes toward Adolescents:

None identified

Textual Examples of Specific Attitudes toward Adolescents:

“‘We’re going to have a tough job, partner [Marti],’ Karen said, ‘and we may never be successful in proving our case, but we’ll try’” (p. 81).

“‘Oh, Marti, you can [count on me],’ Karen said. ‘Official or not, if you find out anything that might help, give me a call. I’ll listen. As long as I’m with the department, I’ll help where and when I can’” (p. 160)

Use/Misuse of Authority/Power:

“‘My point is that this case was assigned to Sergeant Bill Nieman, not to me, and since the case has been closed, there’d be no way I could get official approval for any full-scale investigation. Because there are some unanswered questions here, I’ve decided to try to take some time on my own to see what turns up’” (p. 46).

## Content Analysis Form

Title: *Shooter*

Copyright: 2004

Author: Walter Dean Myers

Publisher and City: HarperTempest, New York

**Young Adult Character**

Name: Cameron Porter

Age: 17

Gender:

Male

Race: African-American

Socioeconomic Status: ☐ Low income ☐ Middle income ☒ Upper income

Extracurricular Activities: Quit the school basketball team; Member of Ordo Saggitae, a made-up club

Neighborhood Involvement: Friends with a loner, criminal, drug abuser, gun enthusiast; arrested for vandalism

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

"[My parents] make more than most people. They make more than you [Victoria Lash] do. Does that bother you?" (p. 85).

**Law Enforcement Official**

Name: Victoria Lash

Age: Not identified

Law Enforcement Agency: ☐ City ☐ County ☐ State ☒ Federal

Job Title: FBI Special Agent Threat Assessment Analyst

Race: Caucasian

Gender: Female

Main Character: ☐ Secondary Character: ☒

Textual Examples of General Attitudes toward Adolescents:

None identified

Textual Examples of Specific Attitudes toward Adolescents:

"You're [Cameron] all just sweetness and light, aren't you?" (p. 81).

"It means that you paint a very precious picture of yourself, Cameron. Very precious and very careful" (p. 89).

"You [Cameron] couldn't cope in a situation most guys could have handled. Do you think there's a problem with your coping skills?" (p. 99).

Use/Misuse of Authority/Power:

"Cameron? . . . Here we go with our significant pauses again. I'm asking you questions, Cameron, and I want you to answer them. You owe this community answers to your questions, and the best answers that you can come up with, young man" (p. 86).

## Content Analysis Form

Title: *The Third Eye*

Copyright: 1984

Author: Lois Duncan

Publisher and City: Little, Brown and Company, Boston

**Young Adult Character**

Name: Karen Conners

Age: 18

Gender: Female

Race: Caucasian

Socioeconomic Status: ☐ Low income ☒ Middle income ☐ Upper income

Extracurricular Activities: Babysitter

Neighborhood Involvement: Somewhat of a loner; accepted in popular group because of her boyfriend.

## Textual Examples of General Attitudes toward Police:

"The police are out there searching. It's their responsibility. They're the ones with the authority and the manpower. They can radio out descriptions and set up roadblocks. Finding people is what they've been trained to do" (p. 140).

## Textual Examples of Specific Attitudes toward Police:

"[Officer Wilson] was young—much too young, in Karen's opinion, to have been sent to handle something as important as a missing-child report" (p. 20).

"Watching [Officer Wilson's] hands as he wrote, Karen couldn't help noticing that his fingernails were bitten down to the quick. The discovery did little to enhance him image as an authority figure" (p. 21).

"Go away! she wanted to scream at him. *Can't you understand that after this experience, I never want to think about you again!*" (p. 70).

"[Ron's] not somebody I want to talk to,' said Karen. 'If he calls again, please, tell him I've nothing to say to him'" (p. 89).

"You're [Officer Wilson] just trying to make me feel guilty!' Karen said accusingly." (p. 165).





“‘You didn’t do anything,’ Ron’s voice assured her, the words lapping against her ears and slipping away again like ripples in a pond. ‘It was already done. It happened a week ago. All you did was show me where it occurred’” (p. 68).

“‘I know how rotten you’re feeling. I don’t like to drop you off [at home] like this with no one home’” (p. 69).

“‘I had to [lie],’ Ron said without apology. ‘If I hadn’t, your parents would never have let you come with me’” (p. 153).

“‘Don’t you feel any sense of responsibility about this, Karen? You’re the one who hitched a ride in that woman’s car. If it weren’t for you, she’d never have gotten access to the kids’” (p. 165).

“‘You are guilty!’ Ron shot back at her. ‘It was unintentional, sure, but you did make a dumb mistake. Don’t you owe it to those kids and their parents to help undo it?’” (p. 165).

“‘You’re tired,’ Ron reminded her. ‘You’ll get a hold on it in the morning. The thing to do now is to try to get some sleep’” (p. 175).

## Content Analysis Form

Title: *What Happened to Cass McBride?*

Copyright: 2006

Author: Gail Giles

Publisher and City: Little, Brown and Company, New York

**Young Adult Character**

Name: Kyle Kirby

Age: 17

Gender: Male

Race: Caucasian

Socioeconomic Status: ☐ Low income ☒ Middle income ☐ Upper income

Extracurricular Activities: Baseball player; Employed during the summer as a landscaper

Neighborhood Involvement: Loner, but accepted by peers.

Textual Examples of General Attitudes toward Police:

None identified

Textual Examples of Specific Attitudes toward Police:

“If you can’t see it, it’s not there. *Dude.*’ Both cops lifted their chins at my display of ‘tude. Tough shit. I don’t like it if somebody sees me bleed” (p. 2).

“I was tired. And this was going to take forever if the cop was totally stupid” (p. 8).

“I saw the young, snotty cop kind of roll up his eyes” (p. 10).

“I read too. Books without pictures. With long words. What about you, you still hung up on *Maxim*?” (p. 10)

“I looked up and saw that the big cop finally changed expression. He looked at me the way she would look at David. As something less than human” (p. 10).

“The big cop stood, placed his knuckles on the table, and leaned, straight-armed, toward me. His tone was gentle. Kind. And leading. ‘Kyle, I think you need to help yourself here. Hope that girl makes it and keep talking’” (p. 43).

“The big cop sat down across from me. He didn’t say anything, but he led me with his silence. The puppy cop leaned in the corner with his arms crossed over his chest. Ooooooh. Bad cop” (p. 54).

“The young cop looked pissed. Too bad. The big cop looked like he might not trust me. If he’d keep listening he’d catch up. Or if he didn’t, I didn’t care much” (p. 69).

**Law Enforcement Official**

Name: Ben Gray Age: Not identified  
 Law Enforcement Agency: X City \_\_\_\_ County \_\_\_\_ State \_\_\_\_ Federal  
 Job Title: Detective  
 Race: African-American  
 Gender: Male  
 Main Character: \_\_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

Textual Examples of Specific Attitudes toward Adolescents:

“Arrogant and handsome, he bored Ben and crawled right up Scott’s neck” (p. 126).

“Ben and Scott exchanged glances. The kid was a bonehead” (p. 128).

“The girl was pretty and poised. Dark hair and eyes, but no hard edges, no false bravado like the moron that had preceded her” (p. 142).

Use/Misuse of Authority/Power:

“Ben stared the kid down, long enough to send a message” (p. 129).

**Law Enforcement Official**

Name: Not given (identified as “young cop”) Age: Not identified  
 Law Enforcement Agency: X City \_\_\_\_ County \_\_\_\_ State \_\_\_\_ Federal  
 Job Title: Police officer  
 Race: Not identified  
 Gender: Male  
 Main Character: \_\_\_\_ Secondary Character: X  
 Textual Examples of General Attitudes toward Adolescents:  
 None identified

Textual Examples of Specific Attitudes toward Adolescents:

None identified

Use/Misuse of Authority/Power:

““You’re dickin’ us around. What’s a watch on a pink purse got to do with anything? Are you going to quit the crap and tell us what happened?’ The young cop shot out of the corner and slammed a palm down on the table in front of my face” (p. 69).

## Appendix D

## Sort Journal

**First Sort**Young Adult Character's GenderMale—*Blood Brothers*Male—*Monster*Male—*The Pact*Male—*Hoot*Male—*Shooter*Male—*The Rag and Bone Shop*Male—*What Happened to Cass McBride?*Male—*Jude*Male—*The Road of the Dead*Female—*Don't Look Behind You*Female—*Secret, Silent Screams*Female—*The Third Eye*Female—*Nineteen Minutes*Female—*Now You See Her*Female—*The Invisible*Findings:

- *Blood Brothers, Monster, The Pact, Hoot, Shooter, The Rag and Bone Shop, What Happened to Cass McBride?, Jude, and The Road of the Dead* (60% of the titles analyzed) portray a male young adult character.
- *Don't Look Behind You, Secret, Silent Screams, The Third Eye, Nineteen Minutes, Now You See Her, and The Invisible* (40% of the titles analyzed) portray a female young adult character
- Perhaps a greater number of young adult males are featured in these titles because, according to researchers like Taylor et. al, males are more likely than females to have police encounters.

**Second Sort**Young Adult Character's RaceCaucasian—*Blood Brothers*Caucasian—*Secret, Silent Screams*Caucasian—*The Pact*Caucasian—*The Third Eye*Caucasian—*What Happened to Cass McBride?*Caucasian—*Jude*Caucasian—*Now You See Her*Caucasian—*The Invisible*Caucasian—*The Road of the Dead*Caucasian—*Don't Look Behind You*African-American—*Monster*

African-American—*Shooter*

Not identified—*Hoot*

Not identified—*Nineteen Minutes*

Not identified—*The Rag and Bone Shop*

#### Findings:

- *Blood Brothers*, *Secret*, *Silent Screams*, *The Pact*, *The Third Eye*, *What Happened to Cass McBride?*, *Jude*, *Now You See Her*, *The Invisible*, *The Road of the Dead*, and *Don't Look Behind You* (67% of the titles analyzed) portray a Caucasian young adult character.
- *Monster* and *Shooter* (13% of the titles analyzed) portray an African-American young adult character.
- *Hoot*, *Nineteen Minutes*, and *The Rag and Bone Shop* (20% of the titles analyzed) portray young adult characters without a specified race
- Perhaps the young adult character's race is a reflection of the author's race and is not directly connected to the findings of the studies presented in this researcher's literature review.
- Perhaps sorting information based on the young adult character's race and his/her attitudes toward law enforcement officials would yield results more directly aligned with studies from the literature review.

#### **Third Sort**

##### Young Adult Character's Socioeconomic Status

Low income—*Blood Brothers*

Low income—*Monster*

Low income—*Jude*

Low income—*The Invisible*

Low income—*The Road of the Dead*

Middle income—*Secret*, *Silent Screams*

Middle income—*The Rag and Bone Shop*

Middle income—*What Happened to Cass McBride?*

Middle income—*The Third Eye*

Middle income—*Hoot*

Middle income—*Don't Look Behind You*

Upper income—*Nineteen Minutes*

Upper income—*Shooter*

Upper income—*Now You See Her*

Upper income—*The Pact*

#### Findings:

- *Blood Brothers*, *Monster*, *Jude*, *The Invisible*, and *The Road of the Dead* (33.3% of the titles analyzed) portray a low income young adult character.
- *Secret*, *Silent Screams*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *The Third Eye*, *Hoot*, and *Don't Look Behind You* (40% of the titles analyzed) portray a middle income young adult character.

- *Nineteen Minutes*, *Shooter*, *Now You See Her*, and *The Pact* (27% of the titles analyzed) portray an upper income young adult character.
- All three socioeconomic classes are fairly evenly represented in the analyzed titles.
- Perhaps sorting information based on the young adult character's socioeconomic status and his/her attitudes toward law enforcement officials would yield results more directly aligned with studies from the literature review.

#### **Fourth Sort**

##### Young Adult Character's Extracurricular Activities

Works at a local hospital—*Blood Brothers*

Film club—*Monster*

Swimming—*The Pact*

Babysitting—*The Third Eye*

Former school basketball player; Member of a self-proclaimed outcast club—*Shooter*

Baseball player; Summer landscaping job—*What Happened to Cass McBride?*

Neighborhood basketball—*Jude*

Acting; Jogging—*Now You See Her*

Tennis player—*Don't Look Behind You*

None identified—*Secret, Silent Screams*

None identified—*The Invisible*

None identified—*The Road of the Dead*

None identified—*Hoot*

None identified—*Nineteen Minutes*

None identified—*The Rag and Bone Shop*

##### Findings:

- *Secret, Silent Screams, The Invisible, The Road of the Dead, Hoot, Nineteen Minutes*, and *The Rag and Bone Shop* (40% of the titles analyzed) portray a young adult character without any identified extracurricular activities.
- *Blood Brothers, Monster, The Pact, The Third Eye, Shooter, What Happened to Cass McBride?, Jude, Now You See Her, Don't Look Behind You* (60% of the titles analyzed) portray a young adult character with involvement in at least one extracurricular activity.
- *Shooter* (.07% of the titles analyzed) portrays a young adult character with involvement in at least one negative extracurricular activity, a self-proclaimed outcast club.
- The majority of young adult characters portrayed in the analyzed titles are actively involved in a positive extracurricular activity.

#### **Fifth Sort**

##### Young Adult Character's Neighborhood Involvement

Loner; one best friend; limited experience with marijuana and alcohol—*Blood Brothers*

Acquaintance with neighborhood criminals—*Monster*

None identified—*Secret, Silent Screams*

Popular clique; Longtime friend becomes his girlfriend—*The Pact*

Loner; Accepted in popular clique because of her boyfriend—*The Third Eye*  
 New to town; Few friends; Acquaintance with neighborhood runaway—*Hoot*  
 Belongs to school's popular clique—*Nineteen Minutes*  
 Friend of a loner/criminal/drug abuser/gun enthusiast; Arrested for vandalism—*Shooter*  
 Loner; Prefers company of younger children, especially a girl—*The Rag and Bone Shop*  
 Loner, but accepted by peers into popular clique—*What Happened to Cass McBride?*  
 Acquainted with neighborhood drug dealers—*Jude*  
 Pompous; Loner—*Now You See Her*  
 Involved with Skinheads—*The Invisible*  
 None identified—*The Road of the Dead*  
 Belongs to school's popular clique—*Don't Look Behind You*

### Findings:

- *Blood Brothers, The Third Eye, Hoot, Shooter, The Rag and Bone Shop, What Happened to Cass McBride?, and Now You See Her* (47% of the titles analyzed) portray the young adult character as a loner or as someone associated with a loner.
- *Monster, Hoot, Shooter, Jude, and The Invisible* (33.3% of the titles analyzed) portray the young adult character as having friendships or acquaintances with negative peer influences (criminals, drug abusers, gun enthusiasts, skinheads, runaways, etc.)
- *The Pact, The Third Eye, Nineteen Minutes, What Happened to Cass McBride?, Don't Look Behind You* (33.3% of the titles analyzed) portray the young adult character as a member of his/her school's popular clique.
- *The Road of the Dead and Secret, Silent Screams* (13% of the titles analyzed) portray the young adult character without any neighborhood involvements.
- As was mentioned in the literature review, one's neighborhood involvement can affect his/her attitudes toward the police. Perhaps the majority of titles analyzed portray a young adult character with negative neighborhood influences because it provides the story with a conflict that ties in well with research findings.
- Perhaps sorting information based on the young adult character's neighborhood involvement and his/her attitudes toward law enforcement officials would yield results more directly aligned with studies from the literature review.

### **Sixth Sort**

#### Young Adult Character's General Attitudes Toward Police

None identified—*Blood Brothers*  
 None identified—*Secret, Silent Screams*  
 None identified—*The Pact*  
 None identified—*Hoot*  
 None identified—*Nineteen Minutes*  
 None identified—*Shooter*  
 None identified—*The Rag and Bone Shop*  
 None identified—*What Happened to Cass McBride?*  
 None identified—*Jude*  
 None identified—*The Road of the Dead*  
 None identified—*Don't Look Behind You*



Refers to police as “dumb,” “stupid,” “idiots”—*Now You See Her*

Refers to police as “damn swine”—*The Invisible*

Mentions being terrified by jail guards—*Monster*

Believes police are trained and responsible—*The Third Eye*

### Findings:

- *Blood Brothers, Secret, Silent Screams, The Pact, Hoot, Nineteen Minutes, Shooter, The Rag and Bone Shop, What Happened to Cass McBride?, Jude, The Road of the Dead, and Don't Look Behind You* (73% of the titles analyzed) portray the young adult character as having no general attitudes toward the police
- *The Third Eye* (.07% of the titles analyzed) portrays a young adult character who believes that the police are well-trained and responsible
- *Now You See Her* and *The Invisible* (13% of the titles analyzed) portray the young adult character as having negative general attitudes toward the police.
- *Monster* (.07% of the titles analyzed) portray the young adult character as being scared of the police.
- Based on the information found in the analyzed titles, the majority of young adult characters are not portrayed as having positive or negative general attitudes toward the police.
- Perhaps sorting the information to analyze the race, gender, and socioeconomic status of the young adult characters who portray negative attitudes toward the police would provide additional information.

### **Seventh Sort**

#### Young Adult Character's Specific Attitudes Toward Police

Positive relationship with Chief of Police character—*Blood Brothers*

None identified—*Monster*

Positive relationship with police officer—*Secret, Silent Screams*

Untrusting; Believes police officers suspect him of murder—*The Pact*

Initially untrusting; Eventually develops positive relationship—*The Third Eye*

Untrusting—*Hoot*

Positive relationship with Detective Ducharme—*Nineteen Minutes*

Defiant—*Shooter*

Uncertain of detective's motives but tries to be helpful—*The Rag and Bone Shop*

Defiant—*What Happened to Cass McBride?*

Trusts District Commissioner—*Jude*

Defiant, disrespectful—*Now You See Her*

Defiant, disrespectful—*The Invisible*

Untrusting; Negative encounters with police officers—*The Road of the Dead*

Initially untrusting; eventually appreciative—*Don't Look Behind You*

### Findings:

- The young adult characters in *Blood Brothers, Secret, Silent Screams, The Third Eye, Nineteen Minutes, Jude, and Don't Look Behind You* (40 % of the titles analyzed) express positive attitudes toward specific law enforcement characters.

- The young adult characters in *The Pact*, *Hoot*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *Now You See Her*, *The Invisible*, and *The Road of the Dead* (53 % of the titles analyzed) express negative or uncertain attitudes toward specific law enforcement characters.
- The young adult character in *Monster* (.07 % of the titles analyzed) expresses no attitudes toward specific law enforcement characters.
- According to the studies in the literature review, young adults are more likely to express negative attitudes towards police officials based on specific incidents. The findings of this sort suggest that, like the studies presented in the literature review, the majority of young adult characters in the books analyzed express attitudes toward specific law enforcement officials while their general opinions of police officers are not expressed.

### **Eighth Sort**

#### Young Adult Character's Gender and his/her General Attitudes Toward the Police

*Blood Brothers*—Male; None identified

*Monster*—Male; Mentions being terrified by jail guards

*The Pact*—Male; None identified

*Hoot*—Male; None identified

*Shooter*—Male; None identified

*The Rag and Bone Shop*—Male; None identified

*What Happened to Cass McBride?*—Male; None identified

*Jude*—Male; None identified

*The Road of the Dead*—Male; None identified

*Don't Look Behind You*—Female; None identified

*Secret, Silent Screams*—Female; None identified

*The Third Eye*—Female; Believes police are trained and responsible

*Nineteen Minutes*—Female; None identified

*Now You See Her*—Female; Refers to police as “dumb,” “stupid,” “idiots”

*The Invisible*—Female; Refers to police as “damn swine”

#### Findings:

- *Blood Brothers*, *The Pact*, *Hoot*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *Jude*, and *The Road of the Dead* (89%) portray young adult male characters who express no attitudes toward the police in general.
- *Monster* is the only title with a male young adult character who expresses a negative attitude toward the police in general.
- None of the titles portray male young adult characters who express positive attitudes toward the police in general.
- *Nineteen Minutes* is the only title with a female young adult character who expresses no attitudes toward the police in general.
- *The Third Eye* is the only title with a female young adult character who expresses a positive attitude toward the police in general.
- Both *Now You See Her* and *The Invisible* portray female young adult characters who express negative views toward the police in general.

### **Ninth Sort**

#### Young Adult Character's Gender and his/her Specific Attitudes Toward the Police

*Blood Brothers*—Male; Positive relationship with Chief of Police character

*Monster*—Male; None identified

*The Pact*—Male; Untrusting; Believes police officers suspect him of murder

*Hoot*—Male; Untrusting

*Shooter*—Male; Defiant

*The Rag and Bone Shop*—Male; Uncertain of detective's motives but tries to be helpful

*What Happened to Cass McBride?*—Male; Defiant

*Jude*—Male; Trusts District Commissioner

*The Road of the Dead*—Male; Untrusting; Negative encounters with police officers

*Don't Look Behind You*—Female; Initially untrusting; eventually appreciative

*Secret, Silent Screams*—Female; Positive relationship with police officer

*The Third Eye*—Female; Initially untrusting; Eventually develops positive relationship

*Nineteen Minutes*—Female; Positive relationship with Detective Ducharme

*Now You See Her*—Female; Defiant, disrespectful

*The Invisible*—Female; Defiant, disrespectful

#### Findings:

- The male young adult characters portrayed in *Blood Brothers* and *Jude* (22% of the titles analyzed in this sort with male young adult characters) express positive attitudes toward specific law enforcement officials.
- The male young adult characters portrayed in *The Pact*, *Hoot*, *Shooter*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, and *The Road of the Dead* (67% of the titles analyzed in this sort with male young adult characters) express negative attitudes toward specific law enforcement officials.
- *Monster* is the only title portraying a male young adult character who expresses neither positive nor negative attitudes toward specific police officers.
- The female young adult characters portrayed in *Don't Look Behind You*, *Secret, Silent Screams*, *The Third Eye*, and *Nineteen Minutes* (67% of the titles analyzed in this sort with female young adult characters) express positive attitudes toward specific law enforcement officials.
- The female young adult characters portrayed in *Now You See Her* and *The Invisible* (33% of the titles analyzed in this sort with female young adult characters) express negative attitudes toward specific police officials.

### **Tenth Sort**

#### Young Adult Character's Race and his/her General Attitudes Toward the Police

*Blood Brothers*—Caucasian; None identified

*Secret, Silent Screams*—Caucasian; None identified

*The Pact*—Caucasian; None identified

*The Third Eye*—Caucasian; Believes police are trained and responsible

*What Happened to Cass McBride?*—Caucasian; None identified

*Jude*—Caucasian; None identified

*Now You See Her*—Caucasian; Refers to police as “dumb,” “stupid,” “idiots”

*The Invisible*—Caucasian; Refers to police as “damn swine

*The Road of the Dead*—Caucasian; None identified

*Don’t Look Behind You*—Caucasian; None identified

*Monster*—African-American; Mentions being terrified by jail guards

*Shooter*—African-American; None identified

*Hoot*—None identified; None identified

*Nineteen Minutes*—None identified; None identified

*The Rag and Bone Shop*—None identified; None identified

### Findings:

- Of the 15 titles analyzed, only two young adult characters expressed negative attitudes toward the police in general. Both of the young adult characters expressing negative attitudes were Caucasian. The two characters were portrayed in *The Invisible* and in *Now You See Her*.
- Of the 15 titles analyzed, only one African-American young adult character expressed a general attitude toward police officials. In *Monster*, the young adult character expressed fear of the jail guards.
- The majority (73 %) of young adult characters portrayed in the books analyzed express neither positive nor negative general attitudes toward the police.

### **Eleventh Sort**

#### Young Adult Character’s Race and his/her Specific Attitudes Toward the Police

*Blood Brothers*—Caucasian; Positive relationship with Chief of Police character

*Secret, Silent Screams*—Caucasian; Positive relationship with police officer

*The Pact*—Caucasian; Untrusting; Believes police officers suspect him of murder

*The Third Eye*—Caucasian; Initially untrusting; Eventually develops positive relationship

*What Happened to Cass McBride?*—Caucasian; Defiant

*Jude*—Caucasian; Trusts District Commissioner;

*Now You See Her*—Caucasian; Defiant, disrespectful

*The Invisible*—Caucasian; Defiant, disrespectful

*The Road of the Dead*—Caucasian; Untrusting; Negative encounters with police officers

*Don’t Look Behind You*—Caucasian; Initially untrusting; eventually appreciative

*Monster*—African-American; None identified

*Shooter*—African-American; Defiant

*Hoot*—Not identified; Untrusting

*Nineteen Minutes*—Not identified; Positive relationship with Detective Ducharme

*The Rag and Bone Shop*—Not identified; Uncertain of detective’s motives but tries to be helpful

### Findings:

- Young adult characters in *Blood Brothers*, *Secret, Silent Screams*, *The Third Eye*, *Jude*, and *Don’t Look Behind You* (50 % of the Caucasian young adults portrayed in the analyzed books) express positive attitudes toward specific law enforcement characters.

- One of the two African-American young adult characters presented in the analyzed books expresses negative attitudes toward specific law enforcement characters. The African-American young adult expressing negative attitudes toward specific police officers is portrayed in *Shooter*.
- One young adult character portrayed with an unidentified race expresses a negative attitude toward a specific law enforcement character. The other young adult character portrayed with an unidentified race expresses a positive attitude toward a specific police officer.
- Half of the young adult characters in each racial category express positive attitudes toward specific law enforcement officials while the other half express negative attitudes toward police officials.

### **Twelfth Sort**

#### Young Adult Character's Socioeconomic Status and his/her General Attitudes Toward the Police

*Blood Brothers*—Low income; None identified

*Monster*—Low income; Mentions being terrified by jail guards

*Jude*—Low income; None identified

*The Invisible*—Low income; Refers to police as “damn swine”

*The Road of the Dead*—Low income; None identified

*Secret, Silent Screams*—Middle income; None identified

*The Rag and Bone Shop*—Middle income; None identified

*What Happened to Cass McBride?*—Middle income; None identified

*The Third Eye*—Middle income; Believes police are trained and responsible

*Hoot*—Middle income; None identified

*Don't Look Behind You*—Middle income; None identified

*Nineteen Minutes*—Upper income; None identified

*Shooter*—Upper income; None identified

*Now You See Her*—Upper income; Refers to police as “dumb,” “stupid,” “idiots”

*The Pact*—Upper income; None identified

#### Findings:

- The low income young adult characters portrayed in *Monster* and *The Invisible* express negative attitudes toward the police in general.
- The low income young adult characters portrayed in *Blood Brothers*, *Jude*, and *The Road of the Dead* express neither positive nor negative attitudes toward the police in general.
- The middle income young adult character in *The Third Eye* expresses a positive attitude toward the police in general.
- The middle income young adult characters in *Secret, Silent Screams*, *The Rag and Bone Shop*, *What Happened to Cass McBride?*, *Hoot*, and *Don't Look Behind You* express neither a positive nor negative attitude toward the police in general.
- The middle income character in *The Third Eye* expresses a positive attitude toward the police in general.
- The upper income young adult characters in *Nineteen Minutes*, *Shooter*, and *The Pact* express neither positive nor negative attitudes toward the police in general.

- *Now You See Her* is the only title portraying an upper income young adult character who expresses a negative attitude toward the police in general.

### **Thirteenth Sort**

#### Young Adult Character's Socioeconomic Status and his/her Specific Attitudes Toward the Police

*Blood Brothers*—Low income; Positive relationship with Chief of Police character

*Monster*—Low income; None identified

*Jude*—Low income; Trusts District Commissioner

*The Invisible*—Low income; Defiant, disrespectful

*The Road of the Dead*—Low income; Untrusting; Negative encounters with police

*Secret, Silent Screams*—Middle income; Positive relationship with police officer

*The Rag and Bone Shop*—Middle income; Uncertain of detective's motives

*What Happened to Cass McBride?*—Middle income; Defiant

*The Third Eye*—Middle income; Initially untrusting; Develops positive relationship

*Hoot*—Middle income; Untrusting

*Don't Look Behind You*—Middle income; Initially untrusting; eventually appreciative

*Nineteen Minutes*—Upper income; Positive relationship with Detective Ducharme

*Shooter*—Upper income; Defiant

*Now You See Her*—Upper income; Defiant, disrespectful

*The Pact*—Upper income; Untrusting; Believes police officers suspect him of murder

#### Findings:

- *Blood Brothers* and *Jude* are the only two titles portraying low income young adults who express positive attitudes toward specific law enforcement officials.
- *The Invisible* and *The Road of the Dead* portray low income young adults who express negative attitudes toward specific law enforcement officials.
- *Monster* is the only title portraying a young adult character who expresses neither positive nor negative attitudes toward specific police officials.
- *Secret, Silent Screams* and *Don't Look Behind You* portray young adult characters who express positive attitudes toward specific police officers.
- *The Rag and Bone Shop*, *What Happened to Cass McBride?*, and *Hoot* portray young adult characters with negative attitudes toward specific law enforcement officials.
- *Nineteen Minutes* is the only title portraying an upper income young adult character who expresses a positive attitude toward a police officer.
- *Shooter*, *Now You See Her*, and *The Pact* portray upper income young adult characters who express negative attitudes toward law enforcement officials.

### **Fourteenth Sort**

#### Young Adult Character's Neighborhood Involvement and his/her General Attitudes Toward the Police

*Blood Brothers*—Loner; None identified

*The Third Eye*—Loner; Believes police are trained and responsible

*Hoot*—Loner; None identified

*Now You See Her*—Loner; Refers to police as "dumb," "stupid," "idiots"

*The Rag and Bone Shop*—Loner; None identified  
*What Happened to Cass McBride?*—Loner; None identified  
*Monster*—Acquaintance with neighborhood criminals; Terrified by jail guards  
*Shooter*—Friend of a loner/criminal/drug abuser/gun enthusiast; None identified  
*Jude*—Acquainted with neighborhood drug dealers; None identified  
*The Invisible*—Involved with Skinheads; Refers to police as “damn swine”  
*The Pact*—The popular clique; None identified  
*Nineteen Minutes*—The popular clique; None identified  
*Don’t Look Behind You*—The popular clique; None identified  
*Secret, Silent Screams*—None identified; None identified  
*The Road of the Dead*—None identified; None identified

### Findings:

- *The Third Eye* is the only title portraying a young adult character who is a loner and who has a positive attitude of the police in general.
- *Now You See Her* is the only title portraying a young adult character who is a loner and who has a negative attitude toward the police in general.
- *Blood Brothers*, *Hoot*, *The Rag and Bone Shop*, and *What Happened to Cass McBride?* Portray a young adult character who is a loner and who expresses neither positive nor negative attitudes toward police in general.
- *Monster* and *The Invisible* portray a young adult character who is acquainted with criminals and who expresses negative attitudes toward the police in general.
- *Shooter* and *Jude* both portray a young adult character who is acquainted with criminals but who expresses neither a positive nor a negative attitude toward the police in general.
- *The Pact*, *Nineteen Minutes*, and *Don’t Look Behind You* portray popular young adult characters but none of the characters express positive or negative views of the police and general.

### **Fifteenth Sort**

#### Young Adult Character’s Neighborhood Involvement and his/her Specific Attitudes Toward the Police

*Blood Brothers*—Loner; Positive relationship with Chief of Police character  
*The Third Eye*—Loner; Initially untrusting; Eventually develops positive relationship  
*Hoot*—Loner; Untrusting  
*Now You See Her*—Loner; Defiant, disrespectful  
*The Rag and Bone Shop*—Loner; Uncertain of detective’s motives but tries to be helpful  
*What Happened to Cass McBride?*—Loner; Defiant  
*Monster*—Acquaintance with neighborhood criminals; None identified  
*Shooter*—Friend of a loner/criminal/drug abuser/gun enthusiast; Defiant  
*Jude*—Acquainted with neighborhood drug dealers; Trusts District Commissioner  
*The Invisible*—Involved with Skinheads; Defiant, disrespectful  
*The Pact*—The popular clique; Untrusting; Believes police suspect him of murder  
*Nineteen Minutes*—The popular clique; Positive relationship with Detective Ducharme  
*Don’t Look Behind You*—The popular clique; Initially untrusting; eventually appreciative  
*Secret, Silent Screams*—None identified; Positive relationship with police officer

*The Road of the Dead*—None identified; Untrusting; Negative encounters with police

Findings:

- *Blood Brothers* and *The Third Eye* portray young adult characters who are loners and who have positive attitudes toward specific police officers.
- *Hoot* and *The Rag and Bone Shop* portray young adult characters who are loners and who are untrusting of police officers.
- *Now You See Her* and *What Happened to Cass McBride?* portray young adult characters who are loners and who express negative attitudes (defiance) toward law enforcement officials.
- Of the four titles portraying young adult characters with criminal acquaintances, the young adult characters in *Shooter* and *The Invisible* express negative attitudes toward specific police officers whereas the young adult character with criminal acquaintances in *Jude* expresses positive attitudes toward a specific law enforcement official.
- The popular young adult characters portrayed in *Nineteen Minutes*, *Don't Look Behind You*, and *Secret, Silent Screams* express positive attitudes toward specific police officers.
- The popular young adult character portrayed in *The Pact* expresses a negative attitude toward a specific law enforcement official.
- Of the two titles portraying young adult characters without any neighborhood involvement, the character portrayed in *Secret, Silent Screams* expresses a positive attitude toward a specific police officer.
- The young adult character portrayed in *The Road of the Dead* without any neighborhood involvement expresses negative attitudes toward specific law enforcement officials.

**Sixteenth Sort**

Law Enforcement Official's General Attitudes toward Adolescents

*Blood Brothers*—None identified

*Monster*—None identified

*Secret, Silent Screams*—None identified

*The Pact*—None identified

*The Third Eye*—None identified

*Hoot*—None identified

*Nineteen Minutes*—None identified

*Shooter*—None identified

*The Rag and Bone Shop*—None identified

*What Happened to Cass McBride?*—None identified

*Jude*—None identified

*Now You See Her*—None identified

*The Invisible*—None identified

*The Road of the Dead*—None identified

*Don't Look Behind You*—None identified



Findings:

- Law enforcement officials in 100% of the titles analyzed express neither positive nor negative attitudes toward adolescents in general.

**Seventeenth Sort**Law Enforcement Official's Specific Attitudes toward Adolescents*Blood Brothers*

Unnamed Police Officer—Skeptical of adolescent's explanation

Chief Baker—Establishes a relationship of trust with adolescent; Helpful

*Monster*

Detective Karyl—States hope that adolescent is found guilty and killed

Detective Williams—None identified

Unnamed Jail Guard—Sarcastic; Harrassing

*Secret, Silent Screams*

Officer Prescott—Helpful; Willing to listen.

*The Pact*

Sergeant Marrone—Skeptical of adolescent's story

*The Third Eye*

Officer Wilson—Concern for adolescent victim

*Hoot*

Officer Delinko—Praise for main character; Dislike for juvenile delinquents

*Nineteen Minutes*

Detective Ducharme—Concern for adolescent victim

*Shooter*

FBI Agent Lash—Sarcastic with adolescent

*The Rag and Bone Shop*

Detective Braxton—Skeptical of adolescent

Interrogator Trent—None identified

*What Happened to Cass McBride?*

Detective Gray—Identifies individual adolescents by their behavior

Unnamed Police Officer—None identified

*Jude*

Detective Burwell—Tries to be sympathetic; Uses "tough love" talk

District Commissioner Wichowski—Builds trusting relationship with the adolescent and then manipulates the young adult

*Now You See Her*

"Joe Ed Hick Cop"—Slightly sarcastic

*The Invisible*

Commissioner Lonnergren—Encourages the detective to be "easy" on the kids

Officer Nilsson—Untrusting of an adolescent who he believes is dangerous

Detective Lindblom—Verbally bashes adolescent during interrogation

*The Road of the Dead*

Officer Bowerman—Annoyed by adolescent

Detective Merton—None identified

DCI Pomeroy—None identified

*Don't Look Behind You*

Jim Peterson—Uses the “tough love” talk to encourage better behavior from the adolescent

Findings:

- A law enforcement character portrayed in *Blood Brothers*, *The Pact*, *Hoot*, *The Rag and Bone Shop*, *The Invisible*, and *The Road of the Dead* expresses skepticism, dislike, or distrust of a specific young adult character.
- A law enforcement character portrayed in *Monster*, *Shooter*, *Now You See Her*, and *The Invisible* either expresses sarcasm toward or verbally harasses a specific young adult character.
- A law enforcement character portrayed in *Monster* expresses hope that a specific young adult character will be found guilty and punished by death.
- A law enforcement character portrayed in *Blood Brothers*, *Secret*, *Silent Screams*, and *Jude* expresses a willingness to help a young adult character.
- A law enforcement character in *The Third Eye*, *Nineteen Minutes*, *Jude*, and *The Invisible* expresses concern or sympathy for a specific young adult character.
- A law enforcement character in *Jude* and *Don't Look Behind You* uses the “tough love” approach to reach a specific young adult character.
- A law enforcement character in *Hoot* offers praise to a young adult character.

**Eighteenth Sort**Law Enforcement Official's Use of Power/Authority*Blood Brothers*

Unnamed Police Officer—None identified

Chief Baker—Expresses trust in and respect for adolescent character

*Monster*

Detective Karyl—None identified

Detective Williams—None identified

Unnamed Jail Guard—None identified

*Secret, Silent Screams*

Officer Prescott—Willingness to help adolescent despite the case being closed

*The Pact*

Sergeant Marrone—None identified

*The Third Eye*

Officer Wilson—Seeks help from adolescent; Reassured adolescent when the unexpected occurred.

*Hoot*

Officer Delinko—None identified

*Nineteen Minutes*

Detective Ducharme—Wants to help the accused help himself

*Shooter*

FBI Agent Lash—None identified

*The Rag and Bone Shop*

Detective Braxton—None identified

Interrogator Trent—None identified

*What Happened to Cass McBride?*

Detective Gray—None identified

Unnamed Police Officer—None identified

*Jude*

Detective Burwell—Tries to sympathize with the adolescent and encourage him to tell the truth

District Commissioner Wichowski—None identified

*Now You See Her*

“Joe Ed Hick Cop”—None identified

*The Invisible*

Commissioner Lonnergren—None identified

Officer Nilsson—None identified

Detective Lindblom—None identified

*The Road of the Dead*

Officer Bowerman—None identified

Detective Merton—Offers to assist adolescent’s family with murder investigation; Offers sympathy for adolescent’s family

DCI Pomeroy—Offers sympathy for family’s loss but warns that they should not take the law into their own hands

*Don’t Look Behind You*

Jim Peterson—Apologetic

Findings:

- A law enforcement character in *Secret*, *Silent Screams*, *The Third Eye*, *Nineteen Minutes* and *Jude* expresses a desire to either help an adolescent or to seek an adolescent’s assistance with an investigation.
- A law enforcement character in *The Third Eye*, *Jude*, *The Road of the Dead*, and *Don’t Look Behind You* expresses either reassurance, sympathy, or an apology to a young adult character.

**Nineteenth Sort**Law Enforcement Officials’ Misuse of Power/Authority*Blood Brothers*Unnamed Police Officer—Physically and verbally handles the adolescent roughly  
Chief Baker—None identified*Monster*

Detective Karyl—None identified

Detective Williams—None identified

Unnamed Jail Guard—Verbally harasses adolescent inmate

*Secret, Silent Screams*

Officer Prescott—None identified

*The Pact*

Sergeant Marrone—Did not read the adolescent his Miranda rights, presenting a false appearance of “visiting” with the accused.

*The Third Eye*

Officer Wilson—Causes the adolescent to feel guilty so she will continue to assist him with an investigation

*Hoot*

Officer Delinko—Tries to persuade adolescent to get his father to write a commendation for the officer

*Nineteen Minutes*

Detective Ducharme—Physically assaults and verbally attacks an adolescent during questioning

*Shooter*

FBI Agent Lash—Demands answers from an adolescent

*The Rag and Bone Shop*

Detective Braxton—Intimidates adolescent during questioning; leads adolescent to believe he is “helping” with the case when indeed the police are preparing to interrogate the adolescent.

Interrogator Trent—Presents a false sense of familiarity with the adolescent; Strategically sets up an interrogation with the adolescent (small room, no windows, no drink); Attempts to get confession from adolescent by making him feel guilty and using his religious beliefs of confession and absolution; manipulates the information to confuse the adolescent and in hopes of getting a confession.

*What Happened to Cass McBride?*

Detective Gray—Stared down an adolescent to make his point clear

Unnamed Police Officer—Verbally rough with an adolescent

*Jude*

Detective Burwell—Uses the scare tactic approach to try to get adolescent’s cooperation

District Commissioner Wichowski—Falsely presents information to the adolescent to make him feel guilty; Claims to be risking a lot himself

*Now You See Her*

“Joe Ed Hick Cop”—Tries to create a sense of jealousy in the adolescent

*The Invisible*

Commissioner Lonnergren—None identified

Officer Nilsson—Uses reverse psychology to get adolescent’s cooperation

Detective Lindblom—Physically assaulted an adolescent during questioning

*The Road of the Dead*

Officer Bowerman—Tries to force an adolescent out of town; Uses sarcasm; Condescending

Detective Merton—None identified

DCI Pomeroy—Somewhat condescending

*Don’t Look Behind You*

Jim Peterson—None identified

Findings:

- A law enforcement character in *Blood Brothers*, *Monster*, *Nineteen Minutes*, *What Happened to Cass McBride?* and *The Invisible* either physically or verbally assaults a young adult character.
- A law enforcement character in *The Third Eye*, *Hoot*, *The Rag and Bone Shop*, *Jude*, *Now You See Her*, and *The Invisible* either uses guilt, intimidation, jealousy, or reverse psychology to persuade a young adult character to assist him/her.
- A law enforcement character in *Shooter*, *What Happened to Cass McBride* and *Jude* uses a scare tactic to persuade a young adult character to cooperate.
- A law enforcement character in *The Road of the Dead* expresses a sarcastic or condescending attitude with a young adult character.
- A law enforcement character in *The Pact*, *The Rag and Bone Shop*, and *Jude* falsely presents information to a young adult character.